

DOCUMENT RESUME

ED 059 068

SE 013 237

TITLE Elementary School Health Education Curriculum Guide.

INSTITUTION Texas Education Agency, Austin.

REPORT NO Bull-715

PUB DATE 71

NOTE 209p.

EDRS PRICE MF-\$0.65 HC-\$9.87

DESCRIPTORS Behavioral Objectives; *Comprehensive Programs; *Conceptual Schemes; *Curriculum Guides; *Elementary Grades; Fundamental Concepts; *Health Education; Instructional Materials; Learning Activities; Teaching Guides

ABSTRACT

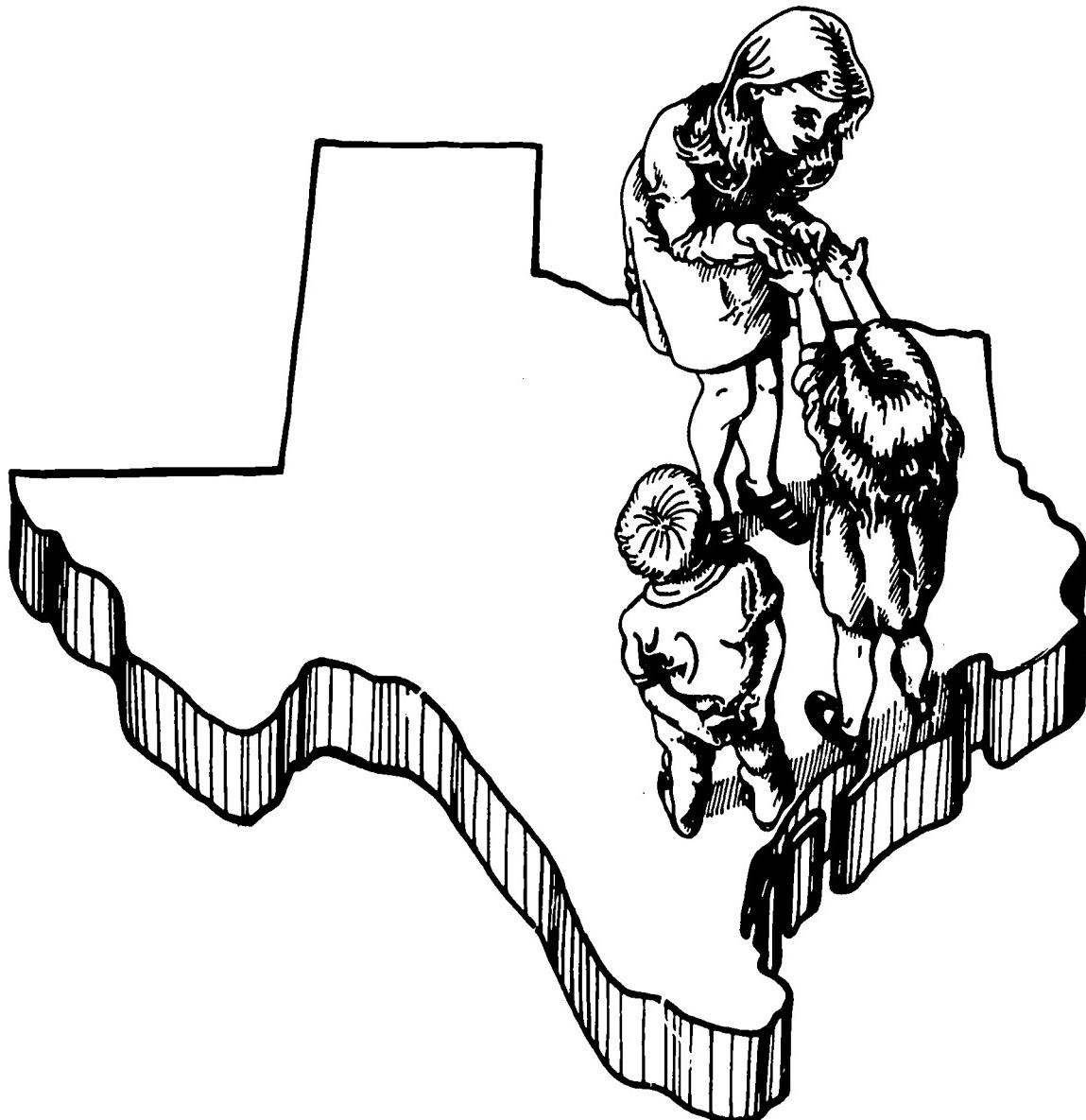
Continuity in the development of a comprehensive health education program for kindergarten through sixth grade is the goal of this curriculum guide for teachers. It is designed to encourage discussion and build concepts rather than to give specific information. Ten basic instructional areas and accompanying central concepts are identified: (1) community health; (2) environmental health and safety; (3) prevention of communicable diseases; (4) chronic and degenerative diseases; (5) consumer health; (6) health and fitness for daily living; (7) growth and development; (8) sex education for family living; (9) the use and abuse of tobacco, alcohol, and other drugs; and (10) nutrition. Each content area is divided into two levels, primary and intermediate, and outlines the major concept, subconcepts, behavioral objectives, content, motivating questions, and suggested learning experiences. Sources of print and non-print materials are appended. (BL)

ED. 059068

Elementary School HEALTH EDUCATION

Curriculum Guide

**U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION**
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL POSITION OR POLICY.



5E 013 237

BULLETIN 715

**TEXAS EDUCATION AGENCY
AUSTIN, TEXAS
1971**

Elementary School
HEALTH EDUCATION
Curriculum Guide

BULLETIN 715

TEA - 129

**TEXAS EDUCATION AGENCY
AUSTIN, TEXAS
1971**

COMPLIANCE WITH TITLE VI CIVIL RIGHTS ACT OF 1964

Reviews of the local educational agency pertaining to compliance with Title VI, Civil Rights Act of 1964, will be conducted periodically by staff representatives of the Texas Education Agency. These reviews will cover at least the following policies and practices:

1. Enrollment and assignment of students without discrimination on the ground of race, color, or national origin.
2. Assignment of teachers and other staff without discrimination on the ground of race, color, or national origin.
3. Non-discriminatory use of facilities.
4. Public notice given by the local educational agency to participants and other citizens of the non-discriminatory policies and practices in effect by the local agency.

In addition to conducting reviews, Texas Education Agency staff representatives will check complaints of non-compliance made by citizens and will report their findings to the United States Commissioner of Education.

FOREWORD

National studies by the Department of Health, Education and Welfare as well as recent trends in health service and health education have increased the emphasis in certain areas of the school health program.

This elementary health guide and the Secondary Health Education Curriculum Guide, Texas Education Agency Bulletin 691, provide continuity for the development of a comprehensive health education program K-12.

This guide for teachers of kindergarten through sixth grade is designed to encourage discussion and build concepts rather than to give specific information. The bulletin was developed with the help of 50 specialists in health and other subject matter areas of the elementary school curriculum from State and National organizations, colleges, and public schools.

The bulletin should prove helpful to school administrators and teachers who are charged with the important responsibility for this aspect of the curriculum.

J. W. Edgar
Commissioner of Education

TEXAS EDUCATION AGENCY
Austin, Texas

STATE BOARD OF EDUCATION
(State Board for Vocational Education)

Porter M. Bailes, Jr., M.D., Tyler	Richard Kirkpatrick, Texas City
Vernon Baird, Fort Worth	Paul Mathews, Greenville
Jack Binion, Houston	Carl E. Morgan, Jasper
Doyle Corley, New Boston	Frank M. Pool, San Angelc
Paul G. Greenwood, Harlingen	Edwin L. Rippy, M.D., Dallas
E.R. Gregg, Jr., Jacksonville	Winthrop Selye, Waco
George C. Guthrie, San Antonio	James E. Weeks, Abilene
Paul R. Haas, Corpus Christi	James H. Whiteside, Lubbock
Charles D. Hart, Bryan	Herbert O. Wilborn, Amarillo
James W. Harvey, Archer City	Mrs. J. Sam Winters, Austin
Ben R. Howell, El Paso	

J. W. Edgar, Commissioner of Education
(Executive Officer of the State Board of Education)

M. L. Brockette, Deputy Commissioner of Education

L. Harlan Ford, Assistant Commissioner
For Teacher Education and Instructional Services

Dorothy Davidson, Director
Division of Program Development

Lewis Spears, Program Director
Health and Physical Education

Fillmore Hendrix, Jr., Consultant
Elementary Physical Education



Dear Teacher,

You have an exciting opportunity ahead of you. We hope to help make it entirely delightful.

The Elementary School Health Education Curriculum Guide is designed to give you innovative approaches to teaching health. Fresh ideas about student participation, resource materials, and stimulus suggestions for activities are included. Parental cooperation is encouraged in many of the learning experiences suggested.

Young children come to you with sophisticated awareness of health problems and needs, knowledge gathered often from multiple hours before the television set. Increased consciousness about health among young children provides fertile ground for exploration of self-awareness of physical and mental health needs. To list facts to be learned would be to court poor responses. Instead, an effort has been made to outline a conceptual approach to the teaching of health in the elementary grades. Facts per se are minimized, since new discoveries and knowledge make today's learning outmoded tomorrow. A concept, once understood and accepted, can be broadened to encompass fresh knowledge without destroying its validity.

As you know from your own studies and experience, health is not a single entity but instead is influenced by a person's way of living, feeling, and reacting to situations in life. Recognizing this fact, the Elementary School Health Curriculum Committee made no effort

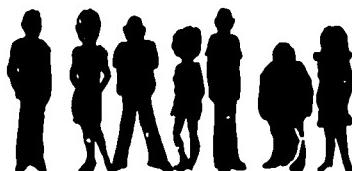
to outline a "mental health unit." Rather, the writers attempted to infuse each unit with basic and vital mental health principles--and hoped that the teachers would expand upon their efforts. You are aware of the impact of psychological factors in physical health or illness. You also must be sensitive to the possible cultural differences among your children and build positive attitudes upon such diversity.

Aware of the many burdens and demands which lie heavily upon every elementary school teacher, the writers have tried to make this guide practical, useful, and, above all, helpful to you as you plan your work. (We are concerned about your own mental health also!)

We hope that you will adapt and alter this guide in imaginative ways which seem effective to you. The Texas Education Agency would be glad to have from you evaluative responses to the guide and suggestions for possible improvements.

Good luck to you.

Cordially yours,



The Elementary School Health
Curriculum Committee

**ELEMENTARY SCHOOL HEALTH EDUCATION
WRITING COMMITTEE**

Martin Juel, Ph. D., Chairman
Professor of Health Education
Southwest Texas State University
San Marcos, Texas

Dorothy Allen
Instructor in Health Education
East Texas State University
Commerce, Texas

Ruth Bacon
Elementary School Teacher
Mount Vernon Elementary School
Mount Vernon, Texas

Carl Blackman
Elementary School Teacher
Sunrise Elementary School
Amarillo, Texas

Betty Coody, Ph. D.
Professor of Elementary Education
Lamar State University
Beaumont, Texas

Jo Crider
Elementary School Teacher
Lampasas Independent School
District
Lampasas, Texas

Myron H. Dees, Ph. D.
Head, Department of Health and
Physical Education
West Texas State University
Canyon, Texas

Dale W. Evans, Ph. D.
Assistant Professor of Health and
Physical Education
University of Houston
Houston, Texas

Frank Hostetler, Ph. D.
Professor of Health and Education
Texas Woman's University
Denton, Texas

Christine Kirkpatrick
Elementary School Teacher
Woodrow Wilson Elementary School
Denton, Texas

Virginia Parsons
Elementary School Teacher
Dealey Elementary School
Dallas, Texas

Mrs. Rex Thorne
Elementary School Teacher
Luling Independent School District
Luling, Texas

CONTENTS

Overview	1
I. COMMUNITY HEALTH	
Primary Level	7
Intermediate Level	10
II. ENVIRONMENTAL HEALTH AND SAFETY	
Primary Level	16
Intermediate Level	24
III. PREVENTION OF COMMUNICABLE DISEASES	
Primary Level	32
Intermediate Level	40
IV. CHRONIC AND DEGENERATIVE DISEASES	
Primary Level	50
Intermediate Level	54
V. CONSUMER HEALTH	
Primary Level	68
Intermediate Level	75
VI. HEALTH AND FITNESS FOR DAILY LIVING	
Primary Level	84
Intermediate Level	95
VII. GROWTH AND DEVELOPMENT	
Primary Level	110
Intermediate Level	119

VIII. SEX EDUCATION FOR FAMILY LIVING.	125
Primary Level	127
Intermediate Level	134
IX. THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS.	141
Primary Level	143
Intermediate Level	151
X. NUTRITION	166
Primary Level	168
Intermediate Level	173

APPENDIX

Elementary School Health Committee	187
Elementary School Health Resource Consultants	188
Sources of Print and Nonprint Materials	191

OVERVIEW

Ten important foci of health content have been identified and a central concept developed for each that will withstand the influences of a changing culture and rapid technological development. The areas and the appropriate concepts are as follows:

COMMUNITY HEALTH

Community health involves individual and group cooperation.

ENVIRONMENTAL HEALTH AND SAFETY

Man's interaction with his environment affects his health and behavior.

PREVENTION OF COMMUNICABLE DISEASES

Man's health is subject to alteration by the presence and effect of harmful living and nonliving agents.

CHRONIC AND DEGENERATIVE DISEASES

Chronic and degenerative diseases and disorders may afflict families and modify lives of families.

CONSUMER HEALTH

Desirable and undesirable influences affect a person's choice of products and services.

HEALTH AND FITNESS FOR DAILY LIVING

Fitness is an aspect of health that reflects man's fitness to function effectively in his environment.

GROWTH AND DEVELOPMENT

Growth and development are dynamic processes which continue throughout a lifetime and follow predictable patterns, yet are unique for each individual.

SEX EDUCATION FOR FAMILY LIVING

Human sexuality originates in the family and continues to be influenced by familial and other life experiences from conception to death.

THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND OTHER DRUGS

The use and effects of mood and behavior modifying substances result from a complexity of factors.

NUTRITION

A person's attitudes toward nutritional standards and his eating habits affect his health.

Order of Units

It is suggested that these areas be taught in the order they are listed although teachers may wish to change the order within the 5-5 groupings to suit their own communities. There are two important reasons for the suggested groupings and order:

1. The first five units are fairly impersonal. Thus, the teacher has a chance to develop rapport and understanding with students before taking up the last five areas, which are increasingly personal. Subjects such as drugs and sex education can be more effectively handled when there is a mutual respect and understanding, which take time to develop.
2. This order will help to ensure that all ten areas of content are covered, not just those that have been singled out for special consideration. The importance of the total health curriculum is emphasized. Health education is more than drug education, or information about communicable diseases. It encompasses all ten areas listed as well as basic mental health principles.

It should be remembered that this leadership bulletin is for the teacher and is designed to give him the maximum amount of freedom. It is what its name implies--a guide and no more. Should the teacher decide to deal with these concepts in a different order, he should feel free to do so.

Levels of Instruction

Each basic area is organized into two levels of instruction: primary, which is kindergarten through grade 3, and intermediate, grades 4-6. It is recommended that some instruction in each of the areas of content be included in both levels, but it will be up to teachers to determine how much their students know and begin with content they have not mastered.

It should be noted that each of the content areas is developed in a sequential manner with the simplest, most concrete material taught in the primary grades. The material then becomes more complex and abstract in the intermediate grades. Subconcept statements for the primary and intermediate levels in each area represent the major idea to be acquired at each level.

Components of Units

Each content area has six components: concept, subconcepts, behavioral objectives, content, motivating questions, and suggested learning experiences.

Concepts. The conceptual statements have been designed to encompass all factual health information, which changes rapidly and will continue to be acquired by students throughout their lives.

Subconcepts. The subconcepts serve to develop the concepts according to each level of instruction, primary and intermediate.

Behavioral objectives. Behavioral objectives for each level are listed together at the beginning of each unit and again separately before appropriate content, questions, and activities. This list is by no means complete but is merely suggestive of possible goals and outcomes. Evaluation should be a continuous process using many methods of measurement. Some possible means of evaluating the accomplishment of these objectives are suggested, but the teacher should use other methods if they would be more desirable and effective for particular students.

Content. The outline of the minimum content for each area is by no means exhaustive, and each teacher should feel free to add or delete as he sees fit. The content outline denotes the scope and sequence at each developmental level, but this scope and sequence may be adapted to local needs as teachers and curriculum planners see fit.

Motivating questions. A number of open-ended questions, intended to stimulate student discussion and to develop individual attitudes and value judgments, reflect the three dimensions of health: physical, mental-emotional, and sociocultural. ABC coding is used to categorize each question so that there is a balance of discussion in all areas. There are several possible combinations, such as AC or ABC, which mean the question has implications for more than one dimension. It should be remembered that there are no correct answers for questions asking for value judgments. The teacher should be extremely careful not to impose his own values on students but to guide students to develop their own healthy attitudes and values. Specific answers to other questions may be found in textbooks and resource materials.

Learning experiences. The suggested learning experiences perhaps will be the greatest help to teachers. These activities provide many different kinds of opportunities for students to become involved in their own learning and concept formation, a vital factor in successful health instruction. Again, it should be remembered that these

activities are only suggestions; each teacher may have many more that are more appropriate for his class. Moreover, every activity listed is not intended to be used at every grade K-3 or 4-6. Various activities are written at different ability levels. The teacher should choose only those activities that are appropriate for his students and then develop other activities using these as models.

Since several of the units would benefit greatly from interviews with or classroom visits of physicians, pharmacists, psychologists, and other professionals, the teacher will want to organize the learning experiences judiciously to avoid any imposition on these individuals. The suggested activities should be surveyed and arrangements made to correlate the use of interviews or visits, perhaps through the use of tape recordings, pamphlets, or written reports.

General References

At the end of the guide is a list of sources of print and nonprint materials pertinent to the ten areas of health education. These sources were surveyed by the Texas Education Agency to learn what kinds of materials are available and their appropriateness to each basic area. This information is included in the annotations. In addition, each source is coded according to the unit or units it provides materials for.

A specific bibliography will be available for each basic area from the Health, Physical Education, and Recreation Section, Division of Program Development, Texas Education Agency, 201 East 11 Street, Austin, Texas 78701.

Related information for some of the basic areas may be found in several Texas Education Agency curriculum guides, including Physical Education in the Elementary School, Grades K-6, and the Elementary Safety Education Guide.

Instructional Time

Texas law requires that all public schools offer instruction in physiology and hygiene, physical education, and, in all grades, instruction in the effects of alcohol and narcotics. In addition, Texas Education Agency accreditation standards require that each elementary school maintain a balanced curriculum offering, including health, which is based upon the State description of courses of study and that "a definite time weekly" be devoted to health instruction in each grade of the elementary school K-6.

The Elementary School Health Curriculum Committee recommends at least 60 minutes per week of health instruction in each grade of the elementary school K-6.

Teachers at the primary level and teachers at the intermediate level should plan together so that each basic area is planned according to a scope and sequence in order that needless repetition is prevented yet the students receive instruction in all areas at some time in each level.

I. COMMUNITY HEALTH

CONCEPT: Community health involves individual and group cooperation.

Primary Level

Subconcept: In each community, many individuals are involved in maintaining the health of all.

Behavioral Objectives:

- . The student identifies ways his health is protected by others. This may be measured by oral tests and by the teacher's observations of the student's participation in class discussions.
- . The student recognizes ways he, his peers, and his family can contribute to the good health of others. This may be measured by written or oral tests.
- . The student practices good health habits that contribute to a healthful environment in school. This may be measured by teacher observation of students in school situations.
- . The student seeks and applies ways that community health can be improved through the actions of himself and others in eliminating pollution of resources. This may be measured by written and oral tests and through teacher observation of behavior.

Intermediate Level

Subconcept: The state and the local community share the responsibility with the individual for protecting the health of all.

Behavioral Objectives:

- . The student identifies the roles of health-related agencies. This may be measured by written and oral tests.
- . The student examines the need for safe drinking water, and knows how water treatment can help prevent disease. This may be measured by written or oral reports or tests.
- . The student recognizes the role of man in preserving the environment. This may be measured by written tests.

- . The student identifies various types of pollution and ways he, his family, and others can help reduce pollution. This may be measured by teacher observation of behavior at school and by oral and written work done by the student.
- . The student explains the reasons for regulations governing pollution, restrictions on recreational facilities, and the licensing of health personnel. This may be measured by teacher observation of attitudes during class discussion and by tests.

BASIC AREA: COMMUNITY HEALTH
Primary Level

CONCEPT: Community health involves individual and group cooperation.
Subconcept: In each community, many individuals are involved in maintaining the health of all.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
THE STUDENT IDENTIFIES WAYS HIS HEALTH IS PROTECTED BY OTHERS. THIS MAY BE MEASURED BY ORAL TESTS AND BY THE TEACHER'S OBSERVATIONS OF THE STUDENT'S PARTICIPATION IN CLASS DISCUSSIONS.			
• Children should be aware of the role each person plays in striving to maintain the health of all.	ABC:	Who are the people in your community who work to keep everyone healthy?	Divide students into groups and role play health workers on the job.
• Individual and family roles	ABC:	If someone in your family is ill, what can you do to protect yourself from the same illness? What can other members of the family and of the community do? Why do some persons who are ill stay at home while others go to the hospital?	Discuss the types of sickness that require hospital care and why. Discuss the personnel involved in a hospital.
• Medical and dental personnel	ABC:	Why is it important to have regular professional health care? Who helps with health when one is sick? Why do persons like or dislike to go to the doctor or dentist? Why must these persons sometimes do things that may not be pleasant?	Discuss the role of the children in a family in preventing the spread of disease. Have students act out a visit to the doctor or dentist office when one is not sick (check-ups) and a visit for an ailment. For the latter, emphasize the importance of telling how they feel and answering the physician's questions factually.
• Public utility workers	AB	Who provides pure water to drink? How? What health problems would there be if no one collected the garbage and trash?	Invite a city employee to visit and discuss with the class the sources and treatment of the local water supply. Contrast with rural and urban water supplies.
• Public health personnel	AB	Why can one be reasonably sure that the milk bought in the store is safe to drink? AB When one eats in a restaurant, can he expect that certain health procedures have been followed? Why?	Have the students help make a list of things done in preparing the family food to make it safe for us to eat. Compare this with what might happen in a restaurant.
			Have a member of the local public health department visit the school and explain some of the basic services rendered by that group.

BASIC AREA: COMMUNITY HEALTH
Primary Level

CONCEPT: Community health involves individual and group cooperation.

Subconcept: In each community, many individuals are involved in maintaining the health of all and in preserving a healthful environment.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
THE STUDENT RECOGNIZES WAYS HE, HIS PEERS, AND HIS FAMILY CAN CONTRIBUTE TO THE GOOD OF OTHERS. THIS MAY BE MEASURED BY WRITTEN OR ORAL TESTS.			
THE STUDENT PRACTICES GOOD HEALTH HABITS THAT CONTRIBUTE TO A HEALTHFUL ENVIRONMENT IN SCHOOL. THIS MAY BE MEASURED BY TEACHER OBSERVATION OF STUDENTS IN SCHOOL SITUATIONS.			
• Participation in community health matters is important to all age groups.	AB ABC	How does one protect himself from diseases? What can the individual and the family do to contribute to the health of others in the community?	Let class help prepare a chart listing the health habits that help protect us from others' diseases and them from ours.
• Individual and family	BC	What kinds of things do we see done at school that endanger the health of others? Why does the custodian clean the building and empty trash baskets in school?	Let students write and produce a short drama illustrating how a child interested in health can make adults aware of good health behavior.
• School	BC	Why is it important that garbage be placed in covered containers? How can sources of disease in the home and community be reduced? (mosquito, fly control, etc.)	Have a puppet show illustrating how a person with a contagious disease in the school can spread this to others in many ways.
• Community	ABC		Organize students into school-community health squads. Each squad can be responsible for planning and conducting a project to improve the school building and grounds.
			Let the students discuss the community health factors that must be remembered by all persons living in the community.

BASIC AREA: COMMUNITY HEALTH
Primary Level

CONCEPT: Community health involves individual and group cooperation.
Subconcept: In each community, many individuals are involved in maintaining the health of all and in preserving a healthful environment.

CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
	<p>Code Physical - A Mental-Emotional - B Sociocultural - C</p> <p>ABC: Why do groups sponsor community clean-up days to have weeds cut, trash picked up, etc.? BC: How can one help protect the health of all persons in the community?</p>	<p>Have the students prepare a bulletin board that illustrates a "circle of disease" showing how it travels from person to person and maybe even back to the first person again.</p>
	<p>THE STUDENT SEEKS AND APPLIES WAYS THAT COMMUNITY HEALTH CAN BE IMPROVED THROUGH THE ACTIONS OF HIMSELF AND OTHERS IN ELIMINATING POLLUTION OF RESOURCES. THIS MAY BE MEASURED BY WRITTEN AND ORAL TESTS AND THROUGH TEACHER OBSERVATION OF BEHAVIOR.</p> <ul style="list-style-type: none"> • The various forms of pollution are a factor in community health. • Water • Air • Trash and garbage 	<p>Have a person from the city water department discuss the complications of water purification caused by pollution.</p> <p>Have the students make a chart illustrating how air pollution becomes a cycle going from air to plants and animals and perhaps back to air.</p> <p>Using information from the sanitation department, city manager's office, etc., have students make a graph illustrating how many truckloads of trash and garbage are collected each week.</p> <p>Have students make a count of number of containers of garbage picked up in their block. Discuss implications.</p>
10 No C)		

BASIC AREA: COMMUNITY HEALTH
Intermediate Level

CONCEPT: Community health involves individual and group cooperation.
Subconcept: The state and local community share the responsibility with the individual for protecting the health of all.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
THE STUDENT IDENTIFIES THE ROLES OF HEALTH-RELATED AGENCIES. THIS MAY BE MEASURED BY WRITTEN AND ORAL TESTS.			
THE STUDENT EXAMINES THE NEED FOR SAFE DRINKING WATER, AND KNOWS HOW WATER TREATMENT CAN HELP PREVENT DISEASE. THIS MAY BE MEASURED BY WRITTEN OR ORAL REPORTS OR TESTS.			
THE STUDENT EXPLAINS THE REASONS FOR REGULATIONS GOVERNING POLLUTION, RESTRICTIONS ON RECREATIONAL FACILITIES, AND THE LICENSING OF HEALTH PERSONNEL. THIS MAY BE MEASURED BY TEACHER OBSERVATION OF ATTITUDES DURING CLASS DISCUSSION AND BY TESTS.			
• The state and local community protect our health by providing regulations governing health services.	AB	What is meant by milk pasteurization? How is it done? Why? • Water treatment	Conduct a field trip to a local dairy or milk processing plant.
	A	What is added to water during purification? What does it do? Why is fluoride also added in some places?	Let the students examine contaminated water under a microscope. Add chlorine to water and reexamine. Discuss what happened and why.
	B	Why is the method of sewage treatment important? BC What happens to streams if sewage is not treated but simply dumped into them?	Conduct a field trip to a local water treatment plant. Have class discuss the many things done by this public health facility.
			Have the students draw a diagram of a rural well and the possible kinds of surface pollution and how this affects selection of a site. Have a health official visit the class and explain how city water is tested and how rural wells may also be tested.

BASIC AREA: COMMUNITY HEALTH
Intermediate Level

CONCEPT: Community health involves individual and group cooperation.
Subconcept: The state and the local community share the responsibility with the individual for protecting the health of all.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Food handling	A	What is a septic tank? What is its purpose? What does it do? Where are septic tanks found? Why?	Let the students illustrate by use of a flow chart how a septic tank works.
License requirements of health personnel and agencies	AB	What regulations concerning health have to be met by restaurants? Who licenses food handlers? How do the regulations apply to the school cafeteria?	Have the students prepare a list of things they would want a restaurant to do as far as health standards. Discuss how this would affect the selection of a place to eat.
Recreational facilities	AB	Why are physicians, dentists, nurses, etc., licensed? Which physicians are licensed to admit patients to the community hospital? Who does the licensing of these persons?	Have the students discuss their limitations in being able to select a qualified physician or dentist. Relate this to the need for licensing of these persons.
Pollution regulations	BC	Why are regulations posted around recreational facilities? Why is it important that persons shower before entering a swimming pool?	Have the students list regulations that might be enforced in a public park to protect the health of all.
	AB	What are some examples of pollution (air, water, noise) in your area or in your state?	Let the students make a map of the school playground and keep a record of accidents by use of colored flags. Use this to illustrate potential dangers of recreation and how regulations sometime prevent some accidents.
	BC	How could air or water pollution in another area of your state or even in another state affect you?	Have the students test the reactions of plants in a polluted environment by adding various chemicals to the water placed on them, by covering some with dusts of various types. Relate the results to man living in a polluted environment.

THE STUDENT RECOGNIZES THE ROLE OF MAN IN PRESERVING THE ENVIRONMENT. THIS MAY BE MEASURED BY WRITTEN TESTS.

THE STUDENT IDENTIFIES VARIOUS TYPES OF POLLUTION AND WAYS HE, HIS FAMILY, AND OTHERS CAN HELP REDUCE POLLUTION. THIS MAY BE MEASURED BY TEACHER OBSERVATION OF BEHAVIOR AT SCHOOL AND BY ORAL AND WRITTEN WORK DONE BY THE STUDENT.

BASIC AREA: COMMUNITY HEALTH
Intermediate Level

CONCEPT: Community health involves individual and group cooperation.
Subconcept: The state and local community share the responsibility with the individual for protecting the health of all.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Local communities provide services designed to establish a healthful environment for their inhabitants.	B A	How do local, state, and National regulations help preserve the environment? How are these regulations enforced?	Let the students discuss how regulations are intended to preserve the "balance of nature." Let students prepare a bulletin board on the enforcers of regulations protecting the environment.
Trash and garbage	ABC	Why do communities want covered garbage containers and perhaps racks? How should garbage be disposed of in rural areas?	Invite a city official to visit the classroom and explain the trash, garbage, water, and sewage procedures in the community, what they cost, and how they are paid for by the citizens. Have students from rural area (if any) explain garbage procedures for their area.
Water	AB	When one turns on a faucet, what is expected of the water? Why is water from a town supply assumed to be safe to drink?	Have the students discuss the problem of garbage disposal in mobile homes, camping situations, and developments outside of cities, such as lakeside homes, etc.
Sewage	C	What health problems would result if the city did not have a sewage system?	Have the students compile a list of water-borne diseases, then discuss water and sewage treatment in relationship to man's health.
Recreation	AB BC	How does recreation contribute to health? Why should communities bother with providing recreational facilities for their citizens?	Let class survey the community for the recreational facilities available. Discuss who built them and who paid for them.
Community health agencies	BC	How can community health workers dealing with health problems of a few affect the health of all?	Discuss how community health agencies help provide for the health of all by helping the needy. If possible, invite a health worker to visit the class and discuss his role in community health.
Fire and police	A	Why have fire departments changed from volunteer groups to full-time occupations in the large cities?	Discuss the role of fire escapes and emergency exits and make a list of those we see all the time but do not usually use (movies, stores, etc.).

25
CJ

BASIC AREA: COMMUNITY HEALTH
Intermediate Level

CONCEPT: Community health involves individual and group cooperation.

Subconcept: The state and local community share the responsibility with the individual for protecting the health of all.

CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Code	Physical - A Mental-Emotional -B Sociocultural -C	
	<p>AB Why is it necessary for fire departments to have many types of equipment? Why is some of this very expensive?</p> <p>BC How do traffic regulations protect everyone?</p> <p>BC What difference does it make if someone else breaks a traffic law?</p>	<p>Invite a fireman to visit the classroom and discuss the type of fire department in the community and the life of a fireman.</p> <p>Have the students bring newspaper stories relating incidents in which the injured person was "in the right" or in which innocent bystanders were injured.</p> <p>Let the students discuss the problem. "Is it good practice to break a law if no one else is around?" (i.e., run a red light if no one is coming for a long way).</p>

II. ENVIRONMENTAL HEALTH AND SAFETY

CONCEPT: Man's interaction with his environment affects his health and behavior.

Primary Level

Subconcept: Safety precautions in the food we eat, the water we drink, the air we breathe, and the clothes we wear are important in our everyday living.

Behavioral Objectives:

- The student demonstrates an appreciation for the help of many others who work to keep our food and water safe. This will be measured by observation of role-play situations and oral tests.
- The student demonstrates knowledge about safe and unsafe drinking water. This will be measured by oral and written tests.
- The student recognizes the proper clothing for conditions of the weather. This will be measured by matching pictures of clothing with pictures of situations.
- The student demonstrates knowledge about spoiled and poisonous foods. This will be measured by oral or written tests.
- The student demonstrates knowledge of procedures to follow in case of injury. This will be measured by observation of role-play situations and oral tests.
- The student recognizes hazards in the environment in which he lives. This will be measured by learning experiences conducted at the school, by oral and written tests, and by observation of habits and dress in and around school.
- The student recognizes the hazards of pollution of all types and his role in preserving the environment. This will be measured by oral tests, observation of the student in role-playing situations, and by his identification of examples of pollution in pictures and local situations.

Intermediate Level

Subconcept: The physical and emotional environment creates conditions which may be favorable or unfavorable to the safety of a child.

Behavioral Objectives:

- . The student recognizes the importance of individual responsibility in citizenship. This will be measured by the observations of the teacher in classroom and playground situations.
- . The student develops knowledge of safety factors related to games and recreation. This will be measured by teacher observation on the outside instructional areas.
- . The student identifies the most frequent causes of accidents in the various situations in which he lives. This will be measured by oral and written tests.
- . The student will know how to administer first aid should it be necessary for him to do so and to properly respond to emergency situations. This will be measured by written, oral, and practical tests.
- . The student investigates reasons for preventing pollution of our resources. This will be measured by written and oral tests.

NOTE TO THE TEACHER: See the Texas Education Agency guide Safety Education in the Elementary School, K-6, designed to be used in conjunction with this guide for units of instruction in the following areas of safety:

Safe Living at Home and School
Safety in Travel
Safe Use of Tools, Utensils, and Machinery
Games, Related Activities, and Recreation
Disaster Preparedness

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY
Primary Level

CONCEPT: Man's interaction with his environment affects his health and behavior.

Subconcept: Safety precautions in the food we eat, the water we drink, the air we breathe, and the clothes we wear are important in our everyday living.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Physical	A	Physical — A Mental-Emotional — B Sociocultural — C	
THE STUDENT DEMONSTRATES AN APPRECIATION FOR THE HELP OF MANY OTHERS WHO WORK TO KEEP OUR FOOD AND WATER SAFE. THIS WILL BE MEASURED BY OBSERVATION OF ROLE-PLAY SITUATIONS AND ORAL TESTS.			Invite the school cafeteria manager to present procedures for keeping foods and utensils free from contamination. Then let the class visit the school cafeteria kitchen.
THE STUDENT DEMONSTRATES KNOWLEDGE ABOUT SAFE AND UNSAFE DRINKING WATER. THIS WILL BE MEASURED BY ORAL AND WRITTEN TESTS.			Invite a grocery store manager to present procedures used to keep foods safe and free from contamination. Then visit the store.
THE STUDENT RECOGNIZES THE PROPER CLOTHING FOR CONDITIONS OF THE WEATHER. THIS WILL BE MEASURED BY MATCHING PICTURES OF CLOTHING WITH PICTURES OF SITUATIONS.			Let a small amount of milk remain in a warm place until it spoils. Let the students examine and smell. Discuss what is happening and how it relates to other foods where bacterial growth is not so obvious.
• Children need to know safety precautions regarding food, water, and clothing.	A	Why should the foods we eat be free from contamination?	Have the students discuss the spraying of fruit for the control of insects and the use of insecticides.
• Safe foods and eating habits	A	What procedures could be used to prevent food spoilage and contamination?	Let the students demonstrate how washing with soap and water destroys "germs."
•	A	What conditions can arise from eating food that is contaminated or spoiled?	Let the students discuss the diseases that are contracted by person-to-person contact or the use of utensils that have been used by a sick person.
•	A	Why should we wash fruit before we eat it?	
•	A	Why should you wash your hands before you eat?	
•	A	Why should dishes, glasses, and eating utensils be washed and scalded before you use them?	

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY **CONCEPT:** Man's interaction with his environment affects his health and behavior.

Primary Level

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
		Physical - A Mental-Emotional - B Sociocultural - C	
	A	How can people become sick from eating things not safe for them? Give examples.	Let the students discuss the dangers of eating unfamiliar things, such as wild berries, toadstools, and things in the medicine cabinet.
	A	What are some of the safety precautions concerning the storage of medicines?	
	A	Why is it healthful to eat or drink in a quiet location with a minimum of activity?	Discuss the danger of choking if one runs or plays while eating or drinking.
	A	What precautions do milk producers take to ensure the purity of milk products?	Let the class visit a dairy. Notice procedures used to keep things clean and safe. Have students discuss this in the classroom.
	AB	Why may accepting food from strangers be dangerous?	Role-play situations involving procedures to keep foods safe for eating or safe ways of eating.
	AB	Why may accepting food from strangers be dangerous?	Let the students discuss dangers involved in accepting things from strangers (enticement into a car, drugs, etc.).
	B	Why should we wait turns at the drinking fountain?	Let the students demonstrate the proper method of using the drinking fountain, emphasizing the dangers of pushing and shoving near the fountain while someone is drinking.
	A C	Why should we keep the drinking fountain clean for the next person?	
	A C	Why should we turn the water high enough so that our mouth does not touch the bubbler?	
	A C	What is considered safe water to drink? Why?	Visit a water purification plant or invite a resource person to briefly explain the ways of purifying water and discuss the importance of this to health.
	A C	Where does the drinking water at school come from?	
	A C	How has it been made safe to drink?	
	A	Why is the drinking of water from pools or rivers usually unwise?	Let children tell of water they have seen that is not safe to drink.
			Let the children tell about a time when they were thirsty and could not find any water to drink.
			Discuss the dangers.

BASIC AREA:	ENVIRONMENTAL HEALTH AND SAFETY <u>Primary Level</u>	CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Code	Physical—A Mental-Emotional—B Sociocultural—C			
A	Safe, suitable, and A comfortable clothing	Why should we wear suitable clothing for the weather conditions?	Let the students make posters or models about safe drinking water.	
A		Why should we wear rubbers or overshoes when we go out in the rain or snow? Why should we remove rubbers or overshoes when we come indoors?	Have some students collect pictures depicting different types of weather conditions. Have others collect pictures depicting clothing worn in various types of weather. Mount the individual pictures. Let individual students or small groups match clothing with weather conditions.	
A		Why should we carry an umbrella high enough to see all around us when we are walking?	Let the students discuss how animals protect themselves against the weather: for example, the shedding of fur, growth of a heavy coat of fur, and hibernation.	
A		Why should we wear loose, lightweight clothing to bed?	Have the students discuss the dangers of having wet feet all day.	
A C		Why should we remove heavy clothing while we are indoors?	Let some students demonstrate proper method of using the umbrella.	
A		Why should elastic in clothing be properly fitted?	Have the students discuss the danger of restricting the circulation with clothing that fits too tightly.	
A		Why should our hats or caps fit properly?	Have the students discuss the danger of perspiring with heavy clothing on indoors and then cooling too quickly when out of doors.	
A		Why should we wear rubbers or overshoes when we go out in the rain or snow? Why should we remove rubbers or overshoes when we come indoors?	Let the students role-play situations involving suitable clothing, such as going to the grocery store during the winter, going to school while it is raining, packing clothing for a camping trip.	

BASIC AREA: ENVIRONMENTAL HEALTH AND
SAFETY
Primary Level

CONCEPT: Man's interaction with his environment affects his health and behavior.
Subconcept: Safety precautions in the food we eat, the water we drink, the air we breathe, and the clothes we wear are important in our everyday living.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
		Physical - A Mental-Emotional - B Sociocultural - C	Have the students discuss the proper shoes to wear for various situations.
	A	Why should we wear nonskid rubber-soled shoes on slippery floors?	Let the students tell of the dangers of slipping on wet or slick surfaces.
	A	Why should we wear nonskid rubber-soled shoes while we are aboard a boat?	
	A	Why should hikers wear comfortable leather shoes?	Demonstrate tying shoe laces. Have shoes with laces attached to sturdy boards. Let the students practice tying shoe laces.
	A	If shoes have laces, why is it important that the laces are tied?	Let the students tell of getting the trousers caught in the chain of a bike.
	A	Why are loose trouser legs dangerous while riding a bike?	
	A C	Why do some workmen wear special clothing?	Let the students study the different kinds of uniforms worn by carpenters, plumbers, garage mechanics, house painters, firemen, policemen, and others with their safety function in mind. Obtain samples of uniforms, steel-toed shoes, hard hats, etc., for display.
	A	What are the different types of uniforms worn by athletes in different sports?	Study the different types of uniforms worn by athletes in as many different sports as the student can name. Obtain samples of athletic uniforms for display. Discuss the role of these uniforms in relation to the specific sport.
	A	Why should exposure to the sun begin with short intervals?	Have the students discuss the dangers of sunburn and heatstroke and the ways of preventing both.
	A	Why is it important to wear a head piece during the heat of the day in the summer?	

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY
Primary Level:

CONCEPT: Man's interaction with his environment affects his health and behavior.
Subconcept: Safety Precautions in the food we eat, the water we drink, the air we breathe, and the clothes we wear are important in our everyday living.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
THE STUDENT DEMONSTRATES KNOWLEDGE ABOUT SPOILED AND POISONOUS FOODS.		THIS WILL BE MEASURED BY ORAL OR WRITTEN TESTS.	
THE STUDENT DEMONSTRATES KNOWLEDGE OF PROCEDURES TO FOLLOW IN CASE OF INJURY.		THIS WILL BE MEASURED BY OBSERVATION OF ROLE-PLAY SITUATIONS AND ORAL TESTS.	
In case of an injury, children need to know procedures in first aid to follow.	A C	To whom should we report injuries or emergencies? A C Why should all injuries be reported to an adult?	Help the students make a chart of the kinds of simple first aid that they could administer until an adult can be summoned.
Self	AB	What should you do when you are injured?	NOTE TO THE TEACHER: Refer to the Basic First Aid course of the American Red Cross for those portions of the text that would apply to your grade level.
Others	AB	What are the things you should do if another person is injured or ill when you are present?	Have the students role-play situations in which they administer simple first aid and summon adult help when another person is injured or ill.
			Have the students role-play procedures to follow when someone else is hurt in various places around the school.

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY
Primary Level

CONCEPT: Man's interaction with his environment affects his health and behavior.
Subconcept: Safety precautions in the food we eat, the water we drink, the air we breathe, and the clothes we wear are important in our everyday living.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
		Physical—A Mental-Emotional—B Sociocultural—C	
Self and others	A	What are the poisonous plants that grow in our area? What do they look like?	Let the students put a colored chart of the poisonous plants and animals on the bulletin board.
	A	How can some plants affect you simply by your touching them? What are some of these?	Have the student identify the plants and animals. Mount pictures of the individual plants. Let individual students match the name with the picture of the plant.
	A	What is the first aid for poisonous plants?	
	A	What poisonous snakes are found in your community?	
	A	What first aid can you give yourself or someone else who is bitten by a poisonous snake?	Let the students discuss the dangers of taking medicines without prescription and medicines prescribed for someone else. Have each student make a posterboard drawing of a medicine cabinet, bring pictures from home of objects, and place them in the cabinet. Let each student point out the dangerous substances and the proper care for each.
	A		Have the students discuss the dangers of playing with paints and various cleaning solutions.
			Have the students, with the help of adult, conduct a survey of their homes for old prescriptions and discuss the hazards involved and the recommended procedures for disposing of such items.
			Have a group of students demonstrate proper first aid procedure for students to follow when exposed to poisonous plants.

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY		CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Primary Level		Code	Physical—A Mental-Emotional—B Sociocultural—C	
				<p>Invite a member of the Texas Parks and Wildlife Department to discuss with the class the poisonous snakes and spiders found in the area and the first aid procedures recommended.</p> <p>Help the students prepare a list of rules to follow when outdoors. Pay particular attention to avoiding contact with poisonous plants and knowing the places snakes and spiders are likely to be found.</p>
				<p>THE STUDENT RECOGNIZES HAZARDS IN THE ENVIRONMENT IN WHICH HE LEAVES. THIS WILL BE MEASURED BY TEACHER OBSERVATION OF LEARNING EXPERIENCES CONDUCTED AT THE SCHOOL, BY ORAL AND WRITTEN TESTS, AND BY OBSERVATION OF HABITS AND DRESS IN AND AROUND SCHOOL.</p>
23				<p>THE STUDENT RECOGNIZES SOME TYPES OF POLLUTION AND HIS ROLE IN PRESERVING THE ENVIRONMENT. THIS WILL BE MEASURED BY ORAL TESTS, OBSERVATION OF THE STUDENT IN ROLE-PLAYING SITUATIONS AND BY HIS IDENTIFICATION OF EXAMPLES OF POLLUTION IN PICTURES AND LOCAL SITUATIONS.</p>
			<p>Everyone, regardless of age, place of residence, or occupation is involved in helping to combat environmental pollution.</p>	<p>A What should one know about the environment? AB What is man's role in keeping the environment healthful? AB How do "throw-away" containers add to the problems of environmental pollution? Who pays for the gathering of throw-away containers such as bottles, cans, etc.? How?</p>
			<p>Water pollution</p>	<p>A How can water pollution be a hazard?</p>
			<ul style="list-style-type: none"> • Air pollution 	<p>Let students find examples in magazines and news-papers of groups working to clean up specific areas, such as streams, etc.</p>
			<ul style="list-style-type: none"> • Air pollution 	<p>Discuss examples of water pollution that the children may have seen or heard about.</p>
			<ul style="list-style-type: none"> • Air pollution 	<p>Illustrate air pollution by an experiment such as smoking a piece of glass with a candle and then examining the solid materials on the glass.</p>
			<ul style="list-style-type: none"> • Air pollution 	<p>AB How could common acts be considered pollution? (burning leaves or trash, throwing items in streams, etc.)</p>

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY
Primary Level

CONCEPT: Man's interaction with his environment affects his health and behavior.

Subconcept: Safety precautions in the food we eat, the water we drink, the air we breathe, and the clothes we wear are important in our everyday living.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
<ul style="list-style-type: none"> • Noise • Litter 		<p>Physical - A Mental-Emotional - B Sociocultural - C</p> <p>AB .. How can noise be pollution? A .. What are some examples of noise pollution?</p> <p>AB .. Why is paper discarded along the road or other places a health hazard?</p> <p>AB .. How does litter around the school yard contribute to pollution?</p> <p>AB .. How can items thrown from cars or left in a picnic spot affect someone who lives miles from the point?</p>	<p>Discuss noise as a pollutant. Let students decide on health hazards of noise and give examples.</p> <p>Have students prepare a bulletin board illustrating the various persons in the community and state that are involved in keeping streets and highways free from litter.</p> <p>Have the students work in groups to prepare murals contrasting a littered roadside park with a clean one.</p> <p>Demonstrate the cumulative effect of carelessness on the part of a few by having each person discard one or two pieces of paper on the floor and leave for a portion of the day. Add to it gradually and finally introduce the concept that everyone is involved in preventing litter and other pollution.</p>

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY

CONCEPT: Man's interaction with his environment affects his health and behavior.

Subconcept: The physical and emotional environment creates conditions which may be favorable or unfavorable to the safety of a child.

Intermediate Level

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
THE STUDENT RECOGNIZES THE IMPORTANCE OF INDIVIDUAL RESPONSIBILITY IN CITIZENSHIP. THIS WILL BE MEASURED BY THE OBSERVATIONS OF THE TEACHER IN CLASSROOM AND PLAYGROUND SITUATIONS.			
Learning to get along with others is the first step toward good citizenship.		BC Why are the rights of others tied to our own rights? BC How might the rights of someone else differ from my own rights?	Let the students write and produce a short skit showing how the sharing of materials in games and work is a right of ourselves and others.
Right of others		BC How can I determine where my rights end and someone else's rights begin?	Have the students give examples of how overstretching our own rights could be infringing on the rights of others.
Personal privileges		BC Why is it important that the different customs of all races be respected?	Have the students discuss the different customs of ethnic groups (perhaps have students give personal examples of this) and relate this to their personal privileges and rights.
Responsibilities		AC What responsibilities come with rights? BC How are the rights of a person of another race, religion or national origin different from my own?	Let the students make a comparison chart showing rights we expect and the responsibilities that correspond with them.
THE STUDENT DEVELOPS KNOWLEDGE OF SAFETY FACTORS RELATED TO GAMES AND RECREATION. THIS WILL BE MEASURED BY TEACHER OBSERVATION ON THE OUTSIDE INSTRUCTIONAL AREAS.			
		The enjoyment of sports with safety considerations is important for all children.	

BASIC AREA:	ENVIRONMENTAL HEALTH AND SAFETY	CONCEPT:	Man's interaction with his environment affects his health and behavior.
Intermediate Level		Subconcept:	The physical and emotional environment creates conditions which may be favorable or unfavorable to the safety of a child.
CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
• Individual and small-group play	AB	What are some games that you can enjoy playing alone? ABC What kinds of games can be played best by two or three?	Have the students make a list and discuss the method of playing several games suitable for playing alone or with one or two others.
• Playground equipment	AB	Why is playing by the rules of any importance when you are playing by yourself?	Let a student committee conduct an inspection tour of the playground, point out various danger areas, and discuss what can be done about them.
• Dangers in group play	AB	What are some of the dangers of playground equipment? AB What should one do if he sees a piece of equipment that is broken or almost broken?	Let the students list the ways that increased numbers of persons would complicate the use of the equipment.
• Selection of play areas	AB	How do the dangers of playground equipment increase as the number of persons around the equipment increases? ABC What activities should not be used when the group is large? Why?	Invite a member of the city parks department to visit the class and discuss the rules and regulations concerning use of playground equipment and the reasons for these rules.
	AB	How can weather conditions affect the safeness of a play area? ABC How could you go about selecting a play area that would be reasonably safe?	Let the students prepare a checklist that might be used to determine the safeness of a play area. Have students conduct surveys of various play areas using the checklist.
	AB	How do rules and regulations contribute to the safeness of a sport or game?	Have a committee of two or three persons make up a game to be played outside. Let the class identify possible hazards and the kind of rules that would be needed to play. (Perhaps have them play the game.)
	ABC	Why is it important that all persons follow the rules when playing?	

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY	CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
<u>Intermediate Level</u>				
THE STUDENT IDENTIFIES THE MOST FREQUENT CAUSES OF ACCIDENTS IN THE VARIOUS SITUATIONS IN WHICH HE LIVES. THIS WILL BE MEASURED BY ORAL AND WRITTEN TESTS.				
<ul style="list-style-type: none"> The causes of accidents should be understood. Personal carelessness. Actions of others. Preventive measures. 	<ul style="list-style-type: none"> AB ABC BC ABC 	<ul style="list-style-type: none"> How can our own actions lead to accidents? Why are the careless actions of others important to us? How can we contribute to the reduction of accidents at home, in school, and in recreation? Why is adult supervision or play a preventive measure? Why would the prevention of accidents be more important than first aid treatment? How can accidents be prevented in and around home? 	<ul style="list-style-type: none"> Have the students discuss the personal responsibilities of all persons in helping to protect themselves. Let students list ways that actions of others can cause us to have an accident at school, at home, at play. Have the students write a short theme on the topic, "An ounce of prevention is worth a pound of cure," with regard to accidents. Let the class prepare a series of posters to place in the halls illustrating the role of the responsible person in preventing accidents to himself and others. 	
THE STUDENT WILL KNOW HOW TO ADMINISTER FIRST AID SHOULD IT BE NECESSARY FOR HIM TO DO SO AND TO PROPERLY RESPOND TO EMERGENCY SITUATIONS. THIS WILL BE MEASURED BY WRITTEN, ORAL, AND PRACTICAL TESTS.				
<ul style="list-style-type: none"> First aid for accidents may prevent additional injury or death. 	AB		<ul style="list-style-type: none"> Why do we have different limitations on school ground grounds than we have at home on rendering first aid? 	<ul style="list-style-type: none"> Have students role-play the scene after an accident and determine what they should or should not do under the existing circumstance.

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY

Intermediate Level

CONCEPT: Man's interaction with his environment affects his health and behavior.

Subconcept: The physical and emotional environment creates conditions which may be favorable or unfavorable to the safety of a child.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
• Understanding first aid		B What is the definition of first aid? AB How do the actions of a first aider and those of a doctor differ? B Why is the word <u>first</u> used in the phrase first aid?	Have the students demonstrate the first aid procedures outlined in the Basic First Aid books. Set up practice first aid situations covering the skills in the Basic First Aid and let the student take turns being a victim and a first aider.
Personal first aid	AB	What kinds of first aid can we administer to ourselves? AB Why is the ability to administer first aid to ourselves important?	Let everyone practice first aid skills on themselves that they would be able to do.
• First aid for others	ABC	Why should school children understand first aid and be able to give it to others? B What first aid measures might school children not be able to do? Why?	Let the students discuss the kinds of situations they would not be able to handle and practice the procedures for getting help.
Follow-up for first aid	AB	Why is notification of teachers, physicians, or other adults a part of first aid procedure? B What happens after you administer first aid? B What is the relationship of the doctor or hospital to first aid?	Have the students list some of the situations requiring simple first aid, the kinds of complications that might result and proper procedures for handling.
	AB	What kinds of injuries require additional treatment or follow-up after first aid and what do we do in each case?	Let the class make a comparison chart showing what first aiders can do and the things they should not do.

THE STUDENT INVESTIGATES REASONS FOR PREVENTING POLLUTION OF OUR RESOURCES. THIS WILL BE MEASURED BY WRITTEN AND ORAL TESTS.

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY
Intermediate Level

CONCEPT: Man's interaction with his environment affects his health and behavior.
Subconcept: The physical and emotional environment creates conditions which may be favorable or unfavorable to the safety of a child.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
<ul style="list-style-type: none"> Environmental pollution is a health and safety problem that must be solved by individual, community, state, National, and world effort. School, family, and community 	AB AB A C	<p>Who is responsible for preventing litter, water pollution, and air contamination? What is meant by the slogan "Every litter bit hurts"?</p> <p>How can each individual help reduce the cost of preventing pollution?</p> <p>How can overpopulation be related to pollution?</p>	<p>Conduct a tour around the school and list the places litter is present. Discuss the sources of this litter and why it is at those points.</p> <p>Let the students write a short paper on the ways school children can help prevent litter at school, at home, and in the community.</p> <p>Divide students into groups and determine various aspects of population such as number of homes, number of students in school, water consumption and availability, etc. List these facts on the board and discuss the effects of doubling or tripling the population of the community.</p> <p>Prepare extremely muddy water and by settlement, filtration, or evaporation determine the amount of solid material contained in the water. Compare this with rain-swollen streams and discuss how this relates to pollution. Discuss the kinds of "invisible" pollution present in water and air.</p> <p>Distribute pamphlets on pollution and discuss their implications at the local, state and National level.</p>
<ul style="list-style-type: none"> National, state, and local 	ABC	<p>How can National, state, and local regulation prevent certain types of pollution?</p>	

BASIC AREA: ENVIRONMENTAL HEALTH AND
SAFETY
Intermediate Level

CONCEPT: Man's interaction with his environment affects his health and behavior.
Subconcept: Fine physical and emotional environment creates conditions which may be favorable or unfavorable to the safety of a child.

CONTENT	MOTIVATING QUESTIONS Physical -A Mental-Emotional -B Sociocultural -C	LEARNING EXPERIENCES
	<p>AB: What are some examples of National, state, and local efforts to reduce or stop pollution?</p> <p>ABC: How can a school and its students be a part of the problem of pollution or the solution?</p>	<p>Let the students plan and execute an anti-pollution project.</p> <p>Let the students collect newspaper articles on pollution and paint pictures of what they "see" in the articles.</p> <p>Make posters for the halls of the school illustrating the individual's role in preventing pollution.</p> <p>Have the children write and produce a short skit on how pollution affects everyone.</p> <p>Have each student write a short paper on what he thinks it would be like to live 10 years from now if no pollution were controlled.</p>

III. PREVENTION OF COMMUNICABLE DISEASE

CONCEPT: Harmful agents transmitted within man's environment may alter his health.

Primary Level

Subconcept: Man's body is subject to many causes of disease; man can protect himself from many of them.

Behavioral Objectives:

- The student distinguishes between illness and wellness. This is measured by picture identification or teacher observation.
- The student identifies the ways communicable diseases are spread. This is measured by teacher or student demonstrations (role-playing).
- The student accepts vaccination and immunization willingly. This is measured by monitoring class discussion.
- The student recognizes the importance of and the reasons for visiting a physician when he is well. This is measured by keeping individual records of visits to the physician and through class discussion.

Intermediate Level

Subconcept: Many organisms can cause disease if allowed to enter the body and to grow and multiply.

Behavioral Objectives:

- The student identifies the various kinds of pathogens. This is measured by written or oral tests.
- The student is familiar with conditions favorable to the growth of pathogens. This is measured by oral identification of appropriate pictures.

- . The student identifies the natural defenses of the body against communicable diseases. This is measured by teacher-made tests.
- . The student assumes responsibility for cooperating in the school and community sanitation program. This is measured by teacher observation and class discussion.

BASIC AREA:	PREVENTION OF COMMUNICABLE DISEASE	CONCEPT:	Harmful agents transmitted within man's environment may alter his health.
Primary Level		Subconcept:	Man's body is subject to many causes of disease; man can protect himself from many of them.
CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
THE STUDENT DISTINGUISHES BETWEEN ILLNESS AND WELLNESS. THIS IS MEASURED BY PICTURE IDENTIFICATION OF TEACHER OBSERVATION.			
		<p>There is a difference between illness and wellness.</p> <ul style="list-style-type: none"> ABC: Do people feel good most of the time? Why? AB: Do feeling well and feeling happy go together? Why? AB: When have you not felt well? AB: How does a person feel when he isn't well? 	<p>Begin a "Prevention of Disease" notebook. This is to be a collection of work done for this unit, including a vocabulary, which should be kept up to date throughout the unit.</p> <p>Have the students draw pictures of themselves showing how they look when they are well and how they look when they are ill. Discuss each of the pictures and put in notebooks.</p> <p>Ask the students to describe how it feels to be well and how it feels to be ill.</p>
THE STUDENT IDENTIFIES THE WAYS COMMUNICABLE DISEASES ARE SPREAD. THIS IS MEASURED BY TEACHER OR STUDENT DEMONSTRATIONS (ROLE-PLAYING).			
		<p>Man's knowledge of the cause and control of disease is constantly increasing.</p> <ul style="list-style-type: none"> A: What can cause a person to become ill? A: What is meant by "catching" an illness? A: How does a person catch an illness? A: What is a communicable disease? A: Who found the real causes of illness? A: What is a microorganism? A: Where are microorganisms found? A: How does a microscope help in studying microorganisms? A: Would a person be able to look into a glass at home and see microorganisms? Why? 	<p>Discuss with the students what they believe caused their illness.</p> <p>Teacher or students tell stories of "Health Heroes" such as Koch, Jenner, Pasteur. Discuss their contributions with the class.</p> <p>Let each student look into a microscope at prepared slides of microorganisms. Let them draw or paint what they have seen.</p>

BASIC AREA: PREVENTION OF COMMUNICABLE DISEASE		CONCEPT: Harmful agents transmitted within man's environment may alter his health.	
<u>Primary Level</u>		Subconcept: Man's body is subject to many causes of disease; man can protect himself from many of them.	
CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
<ul style="list-style-type: none"> Pathogens need a suitable environment to grow and reproduce. 	A	<p>What is a pathogen?</p> <p>Are all pathogens microscopic in size? Which ones are not?</p> <p>C What does an individual need to know about pathogens to be able to guard against them?</p>	<p>NOTE TO TEACHER: This area should be discussed only briefly with emphasis on cleanliness.</p> <p>Show transparencies or pictures of disease-causing organisms. Have the students draw what they see.</p> <p>Use a chart to show the portals of entry.</p>
<ul style="list-style-type: none"> Portals of entry Body openings 	A	<p>How do pathogens enter the body?</p>	<p>Use a chart or flannel board to show the habitat of pathogens.</p>
<ul style="list-style-type: none"> Habitat 	A C	<p>Where do pathogens live?</p> <ul style="list-style-type: none"> Air Water Soil People, insects, birds, animals, and plants 	<p>By the use of flash cards, have the students identify the conditions favorable and unfavorable to the growth of pathogens.</p> <p>Prepare questions to be answered by the students and placed in the notebook.</p>
<ul style="list-style-type: none"> Conditions favorable 	A C	<p>In what conditions do pathogens grow best?</p> <p>Where in the body do these conditions exist?</p> <ul style="list-style-type: none"> Warmth Darkness Moisture Food 	<p>Have the students begin a chart of some of the ways pathogens are spread. As each way is discussed, add it to the chart.</p> <p>Use teacher-made overhead projections of sources of infection.</p>
<ul style="list-style-type: none"> Communicable diseases are spread in a variety of ways. 	A	<p>What disease(s) have you had?</p> <p>How did you catch this disease?</p>	

BASIC AREA: PREVENTION OF COMMUNICABLE DISEASE

Primary Level

CONCEPT: Harmful agents transmitted within man's environment may alter his health.

Subconcept: Man's body is subject to many causes of disease; man can protect himself from many of them.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
• Direct or close contact with others	ABC: Physical—A Mental-Emotional—B Sociocultural—C	<p>ABC: How are some communicable diseases spread by close or direct contact with an infected or ill person?</p> <p>ABC: Why should a person drink only from his own glass or cup? Eat only from his own plate? Use only his own utensils?</p> <p>A Why isn't it wise to share bites or swap foods and drinks?</p> <p>A When should the face and hands be washed? Why?</p> <p>• Lack of personal cleanliness</p>	<p>Let students collect pictures showing people kissing, shaking hands, and other examples of direct contact.</p> <p>Let the students demonstrate how to share food by dividing instead of sharing bites.</p> <p>The teacher will show pictures of a boy washing his hands; a girl washing her hands; hands being washed with soap. Discuss how and when to wash hands. Demonstrate the proper way and follow by having the students practice.</p> <p>The teacher will demonstrate the proper way to clean fingernails.</p>
		<p>A What are some important rules to follow in caring for and keeping clothes clean?</p> <p>ABC: Is keeping clean really important? Why?</p> <p>ABC: Why should a person take a bath regularly?</p> <p>ABC: Why is it important to cover the mouth when sneezing or coughing?</p> <p>ABC: Why should a person stay home when he does not feel well?</p>	<p>Make soap in the classroom.</p> <p>Have the students make up slogans of cleanliness. This activity may be correlated with language arts. Discuss with the students the need and frequency of bathing.</p> <p>Use an atomizer to demonstrate how the spray from coughing and sneezing may carry over a wide area.</p> <p>Have students make two puppets and call them "Healthy Harry" and "Sick Sam." Dramatize children coming to school sick. Dramatize staying at home. Discuss possible outcomes in each situation.</p>

BASIC AREA:	PREVENTION OF COMMUNI- CABLE DISEASE	CONCEPT: Harmful agents transmitted within man's environment may alter his health.	
Primary Level		Subconcept: Man's body is subject to many causes of disease; man can protect himself from many of them.	
CONTENT	CODE	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Contaminated articles	A C	Why is it better to use only your own comb and brush? Your own towel, washcloth, and toothbrush?	The teacher will prepare a railroad train for bulletin board display using construction paper. The various freight cars should be hauling a comb, toothbrush, handkerchief, washcloth, soap, and other items needed. Each car can be labeled "COMB CAR," "SOAP CAR," and other appropriate names. The students identify each car and discuss its importance in disease prevention.
	A	What is the safe way to drink from a drinking fountain?	Let the students practice the correct way to drink from a fountain.
	A	What is the proper way to dispose of tissues and other contaminated objects?	Demonstrate the proper disposal of contaminated objects.
Insects and animals	A C	How do insects or animals spread pathogens? Which insects carry pathogens?	Display illustrations of insects and animals that carry disease. Have the students identify each and tell how each can spread disease. Transparency or slides may also be used.
	A		Tell the pupils stories about some of the "Health Heroes."
	A	What is a rodent? Which diseases are spread by insects and rodents?	Display illustrations of insects and rodents.
	A		Have the students create poems about their pets, insects, or other animals.
	A C	Do you have a pet? Do you keep your pet clean? Why is it important to keep pets clean?	Discuss with the students about bathing their pets.
	A B C	How can each person help to protect others from disease-carrying insects and animals?	Teacher will make a list as each suggestion is made for protection from disease-causing insects, animals.

BASIC AREA: PREVENTION OF COMMUNICABLE DISEASE		CONCEPT: Harmful agents transmitted within man's environment may alter his health.	
Primary Level		Subconcept: Man's body is subject to many causes of disease; man can protect himself from many of them.	
CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Contaminated food and water	A	<p>How can disease be spread through food and drink?</p> <p>ABC: What precautions are taken in the preparation of milk, water, and other foods before the public consumes them?</p> <p>A: How can people avoid taking pathogens into the body with their food and drink?</p> <p>A: Why is it important to cover food?</p> <p>A: Why do some foods need to be refrigerated?</p> <p>A: What is the proper way to wash dishes?</p> <p>A: Why is it important to wash raw fruits and vegetables before eating them?</p>	<p>Use overhead transparencies showing sources of infection.</p> <p>Experiment with liquids to show work of bacteria. Let milk sour; let apple juice turn to vinegar.</p> <p>Demonstrate pasteurization of milk and sterilization of water.</p> <p>Discuss with students how people can be sure that foods, milk, and water are safe to drink and eat. A poster or bulletin board may be used to stimulate discussion.</p> <p>The teacher will demonstrate the proper dishwashing technique and then let the students practice.</p> <p>Invite the school dietitian to talk with the class about food preparation, serving, and storage as controls in prevention of disease.</p>
		<p>THE STUDENT ACCEPTS VACCINATION AND IMMUNIZATION WILLINGLY. THIS IS MEASURED BY MONITORING CLASS DISCUSSION.</p> <p>THE STUDENT RECOGNIZES THE IMPORTANCE OF AND THE REASONS FOR VISITING A PHYSICIAN WHEN HE IS WELL. THIS IS MEASURED BY KEEPING INDIVIDUAL RECORDS OF VISITS TO THE PHYSICIAN AND THROUGH CLASS DISCUSSION.</p>	
		<ul style="list-style-type: none"> The spread of disease can be prevented in many ways. Immunization 	<p>What is a vaccine? What does being immune mean? How do vaccines make you immune to certain diseases?</p> <p>AB: Do you remember being vaccinated? ABC: What immunizations have you had? What is a "booster"?</p> <p>A: What: vaccinations and immunizations do dogs and cats need?</p> <p>Show a film on Health heroes.</p> <p>Invite the school nurse to discuss immunization and immediate protection.</p> <p>Let the students list the communicable diseases that the physician can help prevent by giving people inoculations.</p>

BASIC AREA: PREVENTION OF COMMUNICABLE DISEASE
Primary Level

CONCEPT: Harmful agents transmitted within man's environment may alter his health.

Subconcept: Man's body is subject to many causes of disease; man can protect himself from many of them.

CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
	Code Physical - A Mental-Emotional - B Sociocultural - C	
ABC	Were you well when you had your immunizations? A After exposure to a communicable disease, how can a person receive immediate protection?	Let the students dramatize a person going to the physician for a checkup and inoculation.
ABC	Does a person always have to be ill to visit the physician? Why?	Let students discuss why people visit the physician when they are well.
		Use transparencies showing many of the instruments used in medical examinations.
		Invite a physician to visit the class and bring and explain some of the instruments he uses.
		Discuss with the class how resistance is built and maintained. Use a flannel or magnetic board.
		Teacher and students prepare an experience chart.
		Let the students dramatize ways a person may act or feel when he mistreats himself.
		The teacher may bring pictures which depict good or poor health in children. Discuss how good food selection helps to build body defenses against disease. Check the school cafeteria menu.
		Have the students dress dolls in clothing suitable for the four seasons in the area. Paper dolls may be used.
		Have the students collect pictures showing suitable clothing for sleeping, playing, and for school.

BASIC AREA: <u>PREVENTION OF COMMUNI- CABLE DISEASE</u>	CONCEPT: Harmful agents transmitted within man's environment may alter his health.	Subconcept: Man's body is subject to many causes of disease; man can protect himself from many of them.	CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
			Code	Physical - A Mental-Emotional - B Sociocultural - C	
				<ul style="list-style-type: none"> • Rest, sleep, exercise and work 	<p>Have the students make a model thermometer and learn to read it, then mark off temperatures to match the seasons in your area. Let them dress a doll each day for the outdoor weather. This activity may be correlated with science and/or art.</p> <p>Have the students draw a face of a clock indicating desirable bedtime and time for awakening, indicate the number of hours between them. This activity may be correlated with mathematics.</p> <p>Let the students dramatize what happens without enough sleep and rest.</p> <p>Let the students participate in different types of games then discuss what effect each activity has had on each individual.</p> <p>Have the students draw pictures of themselves, parents, brothers, sisters, or pets working, playing, or sleeping.</p> <p>Let the pupils keep a chart of how long they play and work each day.</p> <p>Have the pupils draw or paint pictures of their favorite game, their favorite time of day.</p> <p>Let the students role-play several situations demonstrating how cleanliness is a courtesy.</p> <p>Show a film on sanitation.</p> <p>Take the class to visit the city sanitation department or city health department.</p>
<u>Primary Level</u>				<ul style="list-style-type: none"> ABC: Why is it important to rest after each meal? AB: Why does a person need sleep and rest? AB: How many hours of sleep does a person need? AB: How does a person feel when he does not get enough sleep? AB: How does exercise help to keep a person well? ABC: Why is work important? AB: Why is following a regular schedule important? ABC: How can cleanliness be a courtesy to others? ABC: Why do cities have sewage disposal systems? A: What city department controls sanitary conditions in the community? 	

BASIC AREA: PREVENTION OF COMMUNI-
CABLE DISEASE

Primary Level

CONCEPT: Harmful agents transmitted within man's environment may alter his health.
Subconcept: Man's body is subject to many causes of disease; man can protect himself from many of them.

CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Code Physical-A Mental-Emotional-B Sociocultural-C	<p>A C: What are garbage dumps?</p> <p>A Why is swimming pool sanitation important?</p> <p>A Why are clean restrooms important to good health?</p> <p>A B C: Why should garbage and trash cans be covered?</p>	<p>Have the students make posters as reminders of proper health practices and place them in the restrooms.</p> <p>Have students collect pictures showing how to keep the home, school, and community clean and sanitary. Paste these in the health notebook.</p>

BASIC AREA: PREVENTION OF COMMUNICABLE DISEASE
Intermediate Level

CONCEPT: Harmful agents transmitted within man's environment may alter his health.
Subconcept: Many organisms can cause disease if allowed to enter the body and to grow and multiply.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
THE STUDENT IDENTIFIES THE VARIOUS KINDS OF PATHOGENS. THIS IS MEASURED BY WRITTEN OR ORAL TESTS.			
		Man comes in contact with many disease-causing organisms.	Have the students make one chart on common communicable diseases listing the disease and its causes, symptoms, spread, treatment, and prevention. Fill in the chart as each disease is discussed.
A		What is meant by the term <u>infectious</u> ? <u>Contagious</u> ?	Let the students name all the communicable diseases they can. The teacher will write these on poster board or project them on the overhead projector. These may be placed on the chart.
A		Which are the ten most prevalent communicable diseases?	Have a student contact the local health department to find which diseases are most prevalent.
A		Why can a person have more than one disease at one time?	Have the students keep a vocabulary list.
A		What causes communicable disease?	
ABC		What did the people of long ago believe caused illness?	
ABC		What were some diseases of the Dark Ages?	Have the students prepare a bulletin board displaying pictures of the Dark Ages. This activity may be correlated with a social studies unit.
ABC		How did the people of the Dark Ages treat disease?	
ABC		What is a witch doctor? A medicine man?	
A C		What contributions did they make to modern medicine?	Use role-playing situations letting the students act out different persons and events.
• Viruses			
A		Are viruses living or nonliving organisms?	Use transparencies or slides to show enlarged pictures of microorganisms. Discuss with the class the characteristics of viruses.
A		How do viruses disturb cell function? Is this disturbance temporary or permanent?	Show an appropriate film if available.

BASIC AREA: PREVENTION OF COMMUNICABLE DISEASE	CONCEPT: Harmful agents transmitted within man's environment may alter his health.
<u>Intermediate Level</u>	Subconcept: Many organisms can cause disease if allowed to enter the body and to grow and multiply.
CONTENT	MOTIVATING QUESTIONS
Code	Physical—A Mental-Emotional—B Socio-cultural—C
A	What are some of the diseases caused by viruses?
A C	Where are bacteria found?
A	What is a toxin? An enzyme?
A	How do bacteria cause disease?
A	What are the different types of bacteria?
A	What diseases are caused by each type of bacteria?
A C	What is a venereal disease?
A B C	Are all bacteria harmful to man? Why or why not? Which ones are not?
A C	What is a carrier? What is a vector?
A C	How are rickettsiae transmitted?
A	For which diseases are rickettsiae responsible?

BASIC AREA:	PREVENTION OF COMMUNICABLE DISEASE	CONCEPT:	Harmful agents transmitted within man's environment may alter his health.	
Intermediate Level		Subconcept:	Man's organisms can cause disease if allowed to enter the body and to grow and multiply.	
CONTENT	MOTIVATING QUESTIONS	Code	Physical - A Mental-Emotional - B Sociocultural - C	LEARNING EXPERIENCES
	<p>ABC: Are certain insects and animals more predominant in one area than in another? Why?</p> <p>A Fungi: Which fungi can be seen without a microscope?</p> <p>A Do all fungi cause disease?</p> <p>A What are some familiar fungi?</p> <p>A What are some diseases caused by fungi?</p> <p>ABC: Why is personal hygiene important in preventing these diseases?</p> <p>ABC: Are protozoan diseases common in the United States?</p> <p>A Protozoa: What environmental conditions are favorable to protozoa?</p> <p>A Helminths: What is a helminth?</p> <p>A C: How do helminths enter the body?</p> <p>ABC: What environmental conditions are favorable to helminths?</p>			<p>Discuss briefly conditions which favor the reproduction of rodents and insects.</p> <p>Have the students construct a classroom display using mushrooms, toadstools, and molds growing on bread and cheese. This activity may be correlated with art.</p> <p>Have the students list on the disease chart those diseases caused by fungus.</p> <p>If anyone in the class has ever had athlete's foot, ringworm, or ear fungus, let them tell how they got it, what they did for it, and how it could have been prevented.</p> <p>Discuss with the students which diseases are caused by protozoa and in what part of the world these diseases are most prevalent. This activity may be correlated with social studies.</p> <p>Have the students add to the disease chart those diseases caused by protozoa.</p> <p>Have the students look at specimens of different parasitic worms.</p> <p>Let the students list on the disease chart diseases caused by helminths. Use colored pins on a city map to show the concentration of cases of several diseases. Discuss why this concentration exists. Teacher or student may contact the local health department to secure the above information.</p>

BASIC AREA: PREVENTION OF COMMUNICABLE DISEASE
Intermediate Level

CONCEPT: Harmful agents transmitted within man's environment may alter his health.

Subconcept: Man's organisms can cause disease if allowed to enter the body and to grow and multiply.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
THE STUDENT IS FAMILIAR WITH CONDITIONS FAVORABLE TO THE GROWTH OF PATHOGENS. THIS IS MEASURED BY ORAL IDENTIFICATION OF APPROPRIATE PICTURES.			
Certain environmental conditions are favorable to the growth of disease organisms.	A C	What conditions affect the growth of pathogens? A When would a person who has a pathogen in his body not be ill yet pass the disease on? A What is this person called? ABC Might this person infect other persons? How?	Have the students place a wet piece of cloth in a dark, warm place and one in the sunlight and air for one week. Check the results. A bread mold investigation may also be conducted.
Warmth Moisture Darkness Food	A	Are any of these conditions found in the body? A Where? A C: What effect do different living conditions have on the existence of pathogens? A C: What can people do to help control the growth of pathogens?	Using reliable resource material, have the students write a skit about a human carrier. This skit may be presented to other health classes.
THE STUDENT IDENTIFIES THE NATURAL DEFENSES OF THE BODY AGAINST COMMUNICABLE DISEASES. THIS IS MEASURED BY TEACHER-MADE TESTS.			
The body has natural defenses against communicable diseases.	A C	How often is the body exposed to disease-causing organisms? Does infection occur each time the body is exposed? A Why? How do pathogens enter the body? ABC How can an individual protect himself from animal and insect bites?	Divide the class into small groups and ask them to think of ways they might help to control the growth of pathogens.
THE STUDENT IDENTIFIES THE SCHOOL NURSE OR PHYSICIAN AS A SOURCE OF INFORMATION ON COMMUNICABLE DISEASES. THIS IS MEASURED BY INTERVIEW.			
Invite the school nurse or physician to discuss with the class how each person is able to defend against disease.			

BASIC AREA: PREVENTION OF COMMUNI-
CABLE DISEASE
Intermediate Level

CONCEPT: Harmful agents transmitted within man's environment may alter his health.
Subconcept: Man's organisms can cause disease if allowed to enter the body and to grow and multiply.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
• Skin	A	<p>What natural defenses against disease does the body possess?</p> <p>Is skin a "boundary"? How does the skin protect the body?</p> <p>What are some good reasons for washing hands with soap and warm water?</p>	<p>Obtain four oranges—one of which is moldy—and a needle. Push the needle into the moldy orange; pierce another orange with the contaminated needle. Clean and sterilize the needle, then pierce the third orange. Rub the moldy orange against the fourth. Check the results after several days.</p> <p>Let the students view a cross section of skin under a microscope.</p> <p>The teacher will use a magnetic board, chalkboard, or filmstrip to illustrate how the skin fights off pathogens.</p>
C 45	A	<p>How are the openings and cavities of your body protected?</p> <p>What are the linings inside the body called?</p> <p>Why is the mucus of the lining of the nose important?</p> <p>What are the fine hairlike forms growing in the nose and lungs called? What is the function of the cilia?</p>	<p>Have each student observe the lining of his mouth and the skin on the back of one hand. Then list the characteristics of the areas and decide which characteristics are held in common.</p> <p>Have the students move their tongues around the inside of their mouths. Discuss how it feels.</p> <p>Show transparencies or slides of membranes of the mouth, nose, and lungs.</p> <p>Show a picture of cilia.</p>
Tears	A	<p>What keeps dust and dirt from entering the eyes?</p> <p>How do tears wash away dust and dirt?</p> <p>What is a tear duct?</p>	<p>The teacher may conduct an experiment to illustrate the work of the mucous membranes and cilia using a dry handkerchief and damp handkerchiefs and chalk dust.</p> <p>Using an anatomical chart, model, transparency, or film to show the parts of the eye, the teacher should explain how tears keep the cornea clean.</p>

BASIC AREA: PREVENTION OF COMMUNI-
CABLE DISEASE

CONCEPT: Harmful agents transmitted within man's environment may alter his health.

Intern State Level

Subconcept: Many organisms can cause disease if allowed to enter the body and to grow and multiply.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
<ul style="list-style-type: none"> • Blood • White blood cells • Plasma 	A	<p>What substance do tears contain that inhabits bacteria?</p> <p>Except with severe bleeding, why is it important to let a wound bleed for a short period of time?</p> <p>How does the blood help in fighting pathogens?</p> <p>How does it seal a wound?</p> <p>How does it protect?</p> <p>What part of the blood fights pathogens?</p> <p>What does plasma do in fighting pathogens?</p> <p>What do white blood cells do when pathogens enter a break in the skin?</p>	<p>Have the students use a reliable source and find information on <u>lysozyme</u>. Add this to the vocabulary.</p> <p>Have the students observe a film or filmstrip showing how the blood fights pathogens.</p>
<p>C1</p> <ul style="list-style-type: none"> • Antibodies • Natural immunity • Temporary • Permanent • Acquired immunity • Active • Passive 	<p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p>	<p>Are there some diseases a person can have only once? Why?</p> <p>What is this called?</p> <p>What is an antigen?</p> <p>What is a serum?</p> <p>Where do serums come from?</p> <p>What is contained in a serum?</p> <p>Do serums create immunity?</p> <p>What is Gamma Globulin?</p> <p>What are antitoxins?</p> <p>Where are antitoxins found?</p>	<p>The teacher will list the key words on a felt board or magnetic board. Have the students write a brief statement about each.</p> <p>Invite the school nurse or a local physician to speak to the students about natural and acquired immunity.</p> <p>Divide the class into groups. Ask each group to prepare an oral report on the work of one of the following men: Edward Jenner, Joseph Lister, Louis Pasteur, Jonas Salk, Albert Sabin, Robert Koch, G. A. Hansen, Alexander Fleming, Gerhard Domagk.</p>

CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Code Physical - A Mental-Emotional - B Sociocultural - C	<p>A From which organism does interferon come? ABC What does it do to protect the body from virus diseases?</p>	Have the students research "Interferon." Discuss how this chemical protects the body from virus diseases.
Code Physical - A Mental-Emotional - B Sociocultural - C	<p>A How are infectious diseases cured? ABC</p> <p>A What are some of the more common drugs used in the control of communicable disease? others in the treatment of certain diseases?</p> <p>C Chemotherapy</p>	<p>If possible let the class visit a drug company and see how drugs are made and packaged. Take a tape recorder and record interviews with scientists. Play back to the class to stimulate discussion.</p> <p>Request a resource person from a drug or pharmaceutical company to visit the class. Refer to industry and commercial associations in the sources section of this guide.</p> <p>In a class investigation test the effects of certain chemicals used in disease treatment on a culture.</p> <p>Let the class visit a hospital lab to observe a demonstration of certain drugs on one particular culture.</p> <p>Show a filmstrip or motion picture explaining vaccines, serum, toxins, toxoids, antigens, and antibodies.</p>
Code Physical - A Mental-Emotional - B Sociocultural - C	<p>A Why is a vaccine?</p> <p>A What are vaccines made from?</p> <p>A How are vaccines used to fight disease?</p> <p>A What are some of the diseases vaccines can prevent?</p> <p>ABC What is a "booster"?</p>	Have the students make a list of diseases for which vaccines are available and record the number of students in the class who have been vaccinated for each.

BASIC AREA: PREVENTION OF COMMUNICABLE DISEASE

Intermediate Level

CONCEPT: Harmful agents transmitted within man's environment may alter his health.

Subconcept: Many organisms can cause disease if allowed to enter the body and to grow and multiply.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
		<p>ABC: What are the state and local regulations concerning the control of communicable diseases?</p> <p>ABC: Do these regulations differ? Why?</p> <p>ABC: What can be done by boys and girls to help these different workers and organizations?</p>	<p>Discuss the state and local regulations concerning the control of communicable diseases.</p> <p>Have the students make a survey around their own homes and neighborhoods to discover breeding places for rodents and insects. They may present their findings to the class and follow up with group discussions about how each of them might help eliminate these conditions.</p> <p>Visit one of the community health facilities.</p> <p>Have the students write stories of their experiences with physicians, dentists, nurses, sanitation workers, or other health personnel. This activity may be correlated with language arts.</p> <p>As a culminating activity have the students prepare a display showing how their bodies resist disease.</p>

IV. CHRONIC AND DEGENERATIVE DISEASES

CONCEPT: Chronic and degenerative diseases and disorders afflict families and modify lives of families.

Primary Level

Subconcept: Chronic disease can affect all family members.

Behavioral Objectives:

- The student explains the meaning of infectious and non-infectious diseases. Class responses may be measured by teacher observation.
- The student recognizes how chronic and degenerative diseases may be detected and controlled and how they affect everyday living. This may be evaluated by written or oral tests.
- The student describes how he can help the elderly and the ill. This will be measured by open class discussion and teacher observation.

Intermediate Level

Subconcept: Many chronic and degenerative diseases and disorders can be controlled by man.

Behavioral Objectives:

- The student compares different methods of living in families that have chronic and degenerative disease and of living in families that do not. The results of such comparisons may be measured by teacher observation.
- The student identifies ways in which persons may contract chronic and degenerative diseases. This may be measured by teacher observation of discussion responses.
- The student recognizes the importance of consulting a qualified physician for periodic examinations to prevent or control these diseases. This may be measured by a simple yes-no or true-false test.

BASIC AREA: CHRONIC AND DEGENERATIVE DISEASES
Primary Level

CONCEPT: Chronic and degenerative diseases and disorders afflict families and modify lives of families.
Subconcept: Chronic disease can affect all family members.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
THE STUDENT EXPLAINS THE MEANING OF INFECTIOUS AND NONINFECTIOUS DISEASES.		Physical - A Mental-Emotional - B Sociocultural - C	CLASS RESPONSES MAY BE MEASURED BY
THE STUDENT RECOGNIZES HOW CHRONIC AND DEGENERATIVE DISEASES MAY BE DETECTED AND CONTROLLED AND HOW THEY AFFECT EVERYDAY LIVING. THIS MAY BE EVALUATED BY WRITTEN OR ORAL TESTS.			
THE STUDENT DESCRIBES HOW HE CAN HELP THE ELDERLY AND THE ILL. THIS WILL BE MEASURED BY OPEN CLASS DISCUSSION AND TEACHER OBSERVATION.			
<ul style="list-style-type: none"> • Living in a family that has a chronic and degenerative disease has an effect on all family members. • Persons affected 	<p>A</p> <p>AB</p> <p>ABC</p> <p>A</p> <p>A</p> <p>ABC</p>	<p>What are some illnesses that you have had? How did you feel when you were ill?</p> <p>How may some people be ill but still not feel the way you did? What are some diseases that people may have and still not spend their time in bed?</p> <p>What are some behavioral signs of the emotionally ill?</p> <p>Should all emotionally ill people be kept in a hospital? If not, why? What are some signs of good mental health?</p> <p>What chronic and degenerative diseases are common to children?</p> <p>What chronic and degenerative diseases are common to adults?</p> <p>What are some of the more common chronic and degenerative diseases?</p>	<p>Have students begin a class dictionary explaining words and terms to be used throughout the unit.</p> <p>Discuss with students how some emotional disturbances may be observed through degrees of behavior such as extreme withdrawal, hostility, or aggression.</p> <p>If one or more students have a chronic or degenerative disease, let them tell how it is cared for and what changes it makes in family living.</p> <p>Have two wall charts--one a child and one an adult. See which parts of the bodies of both are affected by the different diseases.</p> <p>Let the students discuss the importance of regular examination for the prevention and control of these diseases.</p>

BASIC AREA: CHRONIC AND DEGENERATIVE DISEASES CONCEPT: Chronic and degenerative diseases and disorders afflict families and modify lives of families.

Primary Level Subconcept: Chronic disease can affect all family members.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
A Modification of family life	C ABC B	<p>A C: How do people contract these diseases? Are they born with them or do they develop later?</p> <p>What are some reasons for the development of these types of conditions?</p> <p>A Why are proper diets and rest important aspects for the prevention or control of some of these diseases? How can boys and girls help the elderly and ill?</p> <p>B How can the emotional attitude of a person be affected by a disease?</p>	<p>Have students collect pictures and make posters depicting the different disorders and diseases.</p> <p>Have students collect pictures and make posters depicting the different disorders and diseases.</p> <p>Encourage student discussion concerning nursing homes and the care of the aged in their own homes. Compare advantages and disadvantages of both situations.</p> <p>Have the students discuss what activities a person with a chronic disease can take part in.</p>
• Early detection is essential for effective control of chronic and degenerative disorders.	A	<p>What are some symptoms of diabetes? Poor dental health? Heart disease? Ulcers? Arthritis? Asthma? Cancer?</p>	<p>Use films from the American Heart Association and discuss the importance of early detection of cardiovascular disorders.</p> <p>Have students participate in a "Brush-In," using toothbrushes, dental floss, and disclosing wafers to determine the effectiveness of their oral health care.</p> <p>Let students take turns being "Bad Mr. Tooth Decay" and tell how the teeth may be harmed.</p> <p>List and discuss well-known persons who have died as a result of lung cancer or who have had no recurrence for five years or longer.</p>

BASIC AREA: CHRONIC AND DEGENERATIVE DISEASES

CONCEPT: Chronic and degenerative diseases and disorders afflict families and modify lives of families.

Subconcept: Chronic disease can affect all family members.

Primary Level

CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Code	Physical - A Mental-Emotional - B Sociocultural - C	
A	What is an X ray? How does the X ray aid the physician in his diagnoses?	Have students check to see if a family member has had an X ray lately. If so, ask student to bring the X ray to class if possible. Check with physician or hospital on using a view box.
A	ABC: Why is it important to know if you have a chronic or degenerative disease?	Ask the school nurse to act out how to take a blood test and to discuss the value of a blood test in the control of diseases.
A	What is a blood test? What happens when the physician makes a blood test? What health conditions may be detected through a blood test?	
THE STUDENT RECOGNIZES HOW CHRONIC AND DEGENERATIVE DISEASES MAY BE DETECTED AND CONTROLLED AND HOW THEY AFFECT EVERYDAY LIVING. THIS MAY BE EVALUATED BY WRITTEN OR ORAL TESTS.		
	<ul style="list-style-type: none"> • The prevention and control of chronic and degenerative diseases are accomplished through various health areas. 	Let students use role-playing to demonstrate a visit to the doctor's office.
	<ul style="list-style-type: none"> • Periodic physical exam 	Invite a doctor or nurse to visit the class to discuss care and prevention of these diseases.
	<ul style="list-style-type: none"> • Nutrition 	Have students use magazine pictures to make posters depicting balanced diets.
	<ul style="list-style-type: none"> • Physical fitness 	Have students make charts or booklets of the basic food groups.
	<ul style="list-style-type: none"> • 	Have physical education teacher discuss ways of maintaining fitness during a chronic or degenerative disease.

BASIC AREA: CHRONIC AND DEGENERATIVE DISEASES CONCEPT: Chronic and degenerative diseases and disorders afflict families and modify lives of families.

Intermediate Level
Subconcept: Many chronic and degenerative diseases and disorders can be controlled by man.

CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Code Physical – A Mental-Emotional – B Sociocultural – C		
	<p>THE STUDENT COMPARES DIFFERENT METHODS OF LIVING IN FAMILIES THAT HAVE CHRONIC AND DEGENERATIVE DISEASE AND OF LIVING IN FAMILIES THAT DO NOT. THE RESULTS OF SUCH COMPARISONS MAY BE MEASURED BY TEACHER OBSERVATION.</p> <p>THE STUDENT IDENTIFIES WAYS IN WHICH PERSONS MAY CONTRACT CHRONIC AND DEGENERATIVE DISEASES. THIS MAY BE MEASURED BY TEACHER OBSERVATION OF DISCUSSION RESPONSES.</p>	<p>Discuss and list different diseases on chalkboard or overhead projector and place diseases under appropriate categories, such as infectious and noninfectious, etc.</p> <p>Have students begin a class dictionary explaining words and terms to be used throughout unit.</p> <p>Use film to show the result of chronic and degenerative diseases on people.</p>
	<p>A Some diseases which impair man's health are chronic and degenerative.</p> <p>A What diseases can you name?</p> <p>A How do chronic and degenerative diseases differ from contagious diseases? What are some of the more common of these types of diseases?</p> <p>B How can having one of these diseases affect the mental health of a person?</p> <p>B What kinds of illnesses have behavioral signs? At what time in life can mental illness occur? Should all mentally ill and emotionally disturbed persons be hospitalized? If not, why?</p>	<p>Have students discuss diseases that they are familiar with firsthand:</p> <ul style="list-style-type: none"> • The family • Friends • Self <p>Have resource person from mental health profession (psychiatrist, psychologist, etc.) to discuss and answer questions concerning emotional problems of all ages. Invite doctor to bring disguised case histories of people who are emotionally disturbed. Classes may be combined as a time saver.</p>

BASIC AREA: CHRONIC AND DEGENERATIVE DISEASES
Intermediate Level

CONCEPT: Chronic and degenerative diseases and disorders afflict families and modify lives of families.

Subconcept: Many chronic and degenerative diseases and disorders can be controlled by man.

CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Code	Physical - A Mental-Emotional - B Sociocultural - C	
		Assign students to research terms such as <u>neurosis</u> , <u>psychosis</u> , <u>schizophrenia</u> , <u>autism</u> , <u>manic-depressive syndrome</u> , etc.
A	How do some acute diseases result in chronic diseases?	Have students report on famous people who were emotionally disturbed--Clifford Biers, Van Gogh, Poe, Wagner, etc.
ABC	How can the various diseases affect different age groups?	Form committees to report on some of the most commonly known diseases, both acute and chronic.
ABC	What are some of the ways a family could adjust to living with such a situation and at the same time enable both the person and family to enjoy profitable and normal lives?	Discuss what physical, mental, economical, and social changes there are in a family where one of these diseases is present.
A	What can be done to prevent or control dental disease?	Have a dentist, school nurse, dental hygienist, or dental assistant visit the class and demonstrate the proper tooth brushing and flossing technique; explain the role the diet plays in tooth care; discuss why it is important to have dental check-ups.
ABC	Dental disease	Classes may be combined for these demonstrations to save the time of the demonstrator.
A	Common problems	A: What is the most common dental defect among children?
C		C: What is the most common dental defect among children?

BASIC AREA: CHRONIC AND DEGENERATIVE DISEASES

CONCEPT: Chronic and degenerative diseases and disorders afflict families and modify lives of families.

Intermediate Level

Subconcept: Many chronic and degenerative diseases and disorders can be controlled by man.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
		A How does diet influence dental disease? A What are the causes of tooth decay?	Have "snacking parties" to show which foods can be enjoyed but still not harm the teeth.
		A How can poor brushing habits lead to harm of the teeth? A What is periodontal disease? AB What is the only way periodontal disease can be halted?	Show films demonstrating proper tooth care.
		A What is meant by malocclusion? • What are some symptoms? • What are some corrective measures?	Collect and display pictures and posters on good dental habits.
		ABC Why is it necessary to seek professional evaluation on a regular basis?	Give class toothbrushes and let each child demonstrate best cleaning techniques. Also, use disclosing wafers and allow pupils, if possible, to brush their teeth. Demonstrate proper use of dental floss (unwaxed).
		A C What does fluoride in drinking water, in toothpaste, and in topical applications do to the enamel of teeth?	Have chart showing the different parts of the tooth. Later the class can label each part and tell how each part affects the tooth as a whole.
		A How many teeth are in a permanent set? A If one of these teeth is removed, why is it so important to fill that space?	Have class make posters using rules for good dental care.
		A What are some good rules for dental care?	Have students investigate the terms "oral hygiene index" and "DMF" rate by interviewing a local dentist.
		A What is the oral hygiene index? How can the teacher use it?	

BASIC AREA: CHRONIC AND DEGENERATIVE DISEASES

Intermediate Level

CONCEPT: Chronic and degenerative diseases and disorders afflict families and modify lives of families.

Subconcept: Many chronic and degenerative diseases and disorders can be controlled by man.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
• Dietary deficiency disease	A	What is meant by "good nutrition"?	Have class use magazine food pictures to produce posters showing basic major food groups. Basic meals can be produced also. Use empty cartons to display the various forms of dairy products available on the market.
• Symptoms	AB	How may nutrition affect the ability to study or to play? Why is good nutrition important during pregnancy? Why is a diet important for correct body growth and development?	Let students make out sample menu for one or more days to take home for mother to see and possibly use as an example.
	AB	How may an incorrect diet affect other areas of the body: • Vision? Skin? • Teeth? Muscles? • Bones? Nerves? • Hair?	Have each student keep a careful record of his food intake for 3 days or a week. Have students check to see if their diets are balanced.
	B	How can this also effect the emotional state of a person?	Encourage the students to interview a pediatric nurse and ask how diet affects a person's ability to learn. (If a school nurse is available, interview her). Use film on nutrition.
	A C	What are some dietary deficiency diseases? What are some causes of these diseases?	Display pictures to show how dietary deficiency diseases can affect the body. Also display pictures of children experiencing good health.
	A	How may constipation become a chronic disease?	Discuss need for developing good elimination habits.
	A	What are some foods important to good elimination? Can you name some symptoms of constipation?	Display some foods which help elimination.
• Prevention and treatment	A	How can these diseases be prevented or treated?	

BASIC AREA: CHRONIC AND DEGENERATIVE DISEASES	Intermediate Level	CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
			<p>AB: What do vitamins and minerals contribute in the treatment of certain disease?</p> <p>A: What does <u>cardiovascular</u> mean?</p> <p>A: What body organs are included within the cardiovascular system?</p> <p>ABC: How may these diseases affect a person's way of living?</p> <p>A: What are some danger signals of heart disease?</p> <p>A: What is the function of the electrocardiogram?</p> <p>ABC: Why might several members of the same family develop cardiovascular disease?</p> <p>ABC: How may these factors relate to heart disease: heredity; diet; habits such as smoking, lack of exercise, etc.?</p> <p>ABC: Why is the heart attack rate higher among males than females?</p> <p>A: What is a heart attack?</p> <p>A: Types of disease</p>	<p>CONCEPT: Chronic and degenerative diseases and disorders afflict families and modify lives of families.</p> <p>Subconcept: Many chronic and degenerative diseases and disorders can be controlled by man.</p> <p>Make posters of each principle vitamin and mineral and use picture showing major sources of each.</p> <p>Experimentation may be done to show how foods differ in content. Animal feeding demonstrations will show how foods can affect growth and well-being.</p> <p>Have class report on some of the more common cardiovascular diseases.</p> <p>Make a poster or use model of the cardiovascular system and explain the operation of each part.</p> <p>Display poster of the heart, labeling the parts.</p> <p>Have students make a poster listing the danger signals.</p> <p>View film on cardiovascular disease.</p> <p>Make a list of what to do for a person who has a heart attack.</p> <p>Make a subsequent list showing what <u>not</u> to do for a person experiencing an attack.</p>
				<p>A: What is high blood pressure or hypertension?</p> <p>A: What is low blood pressure?</p>

BASIC AREA: CHRONIC AND DEGENERATIVE DISEASES
Intermediate Level

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
		<p>ABC: How can these factors affect the condition of the heart?</p> <ul style="list-style-type: none"> • cigarette smoking • consumption of alcoholic beverages • overweight • diet • stress <p>A: What is meant by a rheumatic heart condition?</p> <p>A: How does exercise affect the heart? Lack of exercise? Drastic changes of exercise?</p> <p>AB: What is the difference between an innocent heart murmur and an organic heart murmur? What person makes this distinction?</p> <p>A: What is congenital heart disease?</p> <p>A: What is meant by the term "blue baby"?</p> <p>A: What are some other types of heart diseases?</p> <p>A: How may periodic medical check-ups control or prevent cardiovascular disease?</p> <p>A: What is meant by "open heart" surgery?</p> <p>A: What are some recent advances in the treatment of heart ailment?</p>	<p>CONCEPT: Chronic and degenerative diseases and disorders afflict families and modify lives of families.</p> <p>Subconcept: Many chronic and degenerative diseases and disorders can be controlled by man.</p> <p>Have a school nurse demonstrate the correct way to take the pulse. Have each student take his own, then that of someone else. Also show how to take the blood pressure. Tell why the pressure is important and what the normal blood pressure is.</p> <p>Have class draw causes of heart attacks.</p> <p>Have students listen to own hearts through stethoscope.</p> <p>Display material from the American Heart Association or local association on cardiovascular diseases.</p> <p>Display heart model (chart, poster) and discuss the function of the parts. (Encyclopedias are sources of material for charts.)</p> <p>Collect and discuss materials on recent advances in the treatment of heart ailments.</p>

BASIC AREA: CHRONIC AND DEGENERATIVE DISEASES

Intermediate Level

CONCEPT: Chronic and degenerative diseases and disorders afflict families and modify lives of families.

Subconcept: Many chronic and degenerative diseases and disorders can be controlled by man.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
• Cancerous diseases	A	<ul style="list-style-type: none"> • What is cancer? 	Have pupils collect material on cancer information and put together as a booklet.
	A	<ul style="list-style-type: none"> • What are some of the warning signals of cancerous diseases? 	Make a poster of the seven warning signals of cancer.
	A	<ul style="list-style-type: none"> • How are these terms related to cancerous diseases: <ul style="list-style-type: none"> ◦ Tumor ◦ Benign ◦ Malignant ◦ Terminal ◦ Remission or "in remission" ◦ Lymph Glands 	Display pictures of both healthy and cancer diseased cells. Discuss the means by which cancer can spread throughout the body.
	A	<ul style="list-style-type: none"> • ABC: How may these factors be the contributing cause of cancer? <ul style="list-style-type: none"> ◦ Heredity ◦ Environmental factors ◦ Industrial techniques using carcinogens 	Pupils may report on how cancer has affected him or members of his family, and what is being done as means of treatment.
	A	<ul style="list-style-type: none"> • What is the relationship between smoking and cancer? 	Use film demonstrating how smoking harms the body and causes cancer.
	A	<ul style="list-style-type: none"> • Why is the disease generally not detected in the early stages? Why is it important to detect cancer early? 	Have round table discussion on why a cancer education program is important in the schools.
	A	<ul style="list-style-type: none"> • Types and treatment 	Discuss the effect cancerous diseases have upon the body, and the areas most commonly affected.
	A	<ul style="list-style-type: none"> • What is leukemia? 	Display posters from the American Cancer Society.
	A	<ul style="list-style-type: none"> • How does it affect the blood system? 	List and discuss the three chief causes of death of school children, according to statistics of the National Safety Council.
	A	<ul style="list-style-type: none"> • Can you name some other types of cancer? 	
	A	<ul style="list-style-type: none"> • What are some treatments for cancerous diseases? 	
	ABC	<ul style="list-style-type: none"> • What is some research going on in this field? 	

BASIC AREA: CHRONIC AND DEGENERATIVE DISEASES	CONCEPT: Chronic and degenerative diseases and disorders afflict families and modify lives of families.
Intermediate Level	Subconcept: Many chronic and degenerative diseases and disorders can be controlled by man.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
• Noncommunicable respiratory disorders	A A	What organs compose our respiratory system? Why is our respiratory system important to us?	Make a list of prominent people who have died of cancer or are alive after five years.
• Problems	A AB A	What is asthma? How does an asthmatic attack affect the body? What are some symptoms and what are some causes of these attacks? How may smoking be harmful to the respiratory system?	Let class make a poster showing the respiratory tract and label the parts. Discuss and name the parts of the respiratory tract using available and most appropriate audio-visual materials.
• Treatment	A C	How may air pollution affect the respiratory tract?	Invite resource person from one of the societies concerned with noncommunicable diseases to speak to a group of students.
• Allergies	A A A	What are other respiratory disorders? What are some methods of treating asthma? What research is now being carried on in that field?	Instruct class to watch for articles about respiratory disorders caused by air pollution. Let committees report on some of the more common disorders.
	A A A	What is an allergy? Why are certain people allergic to some things while others are not? How can a person become allergic?	Use hand air pump to pull smoke through cotton or white cloth to see what remains. Have the class listen for the pollen count given on the radio and television during the spring and fall months. A record may be kept indicating where the count is the highest.

BASIC AREA:	CHRONIC AND DEGENERATIVE DISEASES	CONCEPT:	Chronic and degenerative diseases and disorders afflict families and modify lives of families.
Intermediate Level		Subconcept:	Many chronic and degenerative diseases and disorders can be controlled by man.
CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
• Problems	A	What are the symptoms of hay fever? What have pollen count and ragweed to do with hay fever? Why do some people say that they are allergic to certain foods?	If a class member or a family member suffers from an allergic condition, discover the symptoms and the treatment used. Inquire from the Texas Tuberculosis and Respiratory Disease Association about their "Bag a Ragweed Contest."
• Treatment	A	What are some other symptoms of allergies? When possible, how can allergies best be controlled? How may a physician help?	Discuss how allergies may become serious health problems. Make a chart showing the most common causes of allergies.
• Congenital defects	AB	How can a person become "desensitized" to food to which he is allergic.	Have pupils look up the terms <u>allergen</u> , <u>pollen</u> , <u>hypersensitive</u> , and <u>antigen</u> .
• Problems	ABC	How may these terms relate to congenital birth defects: • Heredity • Prenatal environment What are some other defects? How can these problems be corrected medically?	If a class member has contact with someone who has a congenital defect, let him report on what type it is, how it is cared for, and how it has affected the family's mode of living.
• Treatment	A	What is meant by open heart surgery? What types of treatment are used in correcting these defects?	Have students watch the news reports, newspapers, or periodicals for information on how these problems are being dealt with. Post the reports on a bulletin board.
• Kidney disease	A	What is the approximate position of the kidneys? What is the function of the kidneys? What organs compose the excretory system?	Display poster showing the excretory system. This can either be made by the students or purchased or other visual aids may be used.
	A		If possible, obtain an intravenous pyelogram and discuss how this is used in observing kidneys and kidney ailments.

BASIC AREA: CHRONIC AND DEGENERATIVE DISEASES

CONCEPT: Chronic and degenerative diseases and disorders afflict families and modify lives of families.

Intermediate Level

Subconcept: Many chronic and degenerative diseases and disorders can be controlled by man.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
• Problems	Physical -A Mental-Emotional -B Sociocultural -C	<p>A What happens to our bodies if the kidneys do not function normally?</p> <p>A What disease is found most commonly in children and young adults?</p> <p>A How do (1) tumors, (2) cysts, and (3) stones affect the kidneys?</p>	<p>Have students make oral reports on Bright's disease and nephritis.</p> <p>Discuss importance of kidneys to our good health.</p>
• Treatment		<p>A C What is being done to correct defective kidneys?</p> <p>ABC Where do kidneys for transplanting come from?</p> <p>A How do artificial kidneys work?</p>	<p>Find all information possible on kidney transplants or artificial kidneys. Display on bulletin board. If enough is found, a booklet may be made.</p>
• Diabetes mellitus		<p>A What is diabetes?</p> <p>A How can diabetes affect children?</p> <p>A What are some misconceptions about diabetes?</p>	<p>Have school nurse speak to the class and explain how urine and blood are tested for sugar. Have sample of insulin and discuss means by which it may be taken into the blood stream.</p>
• Problems		<p>ABC How can this disease affect the body if not controlled?</p> <p>A How are diabetes and cardiovascular diseases related?</p> <p>A Why is the problem of weight so important to a diabetic?</p> <p>A What are the danger signals for diabetes?</p> <p>A How can diabetes be detected?</p> <p>A How can diabetes be controlled?</p> <p>A What important part does insulin play in the treatment of diabetes?</p> <p>A What is insulin reaction? Diabetic coma?</p>	<p>Make a chart of diabetes symptoms.</p> <p>Discuss what procedures should be used in caring for a person who has an insulin reaction or goes into a coma.</p>
		<p>A How can a person suffering from insulin shock usually be helped?</p> <p>A Can diabetes be cured?</p>	<p>Discuss what insulin does for a diabetic. If possible, have a sample to show the class. Discuss the ways insulin may be taken into the blood stream.</p>

BASIC AREA:	CHRONIC AND DEGENERATIVE DISEASES	CONCEPT:	Chronic and degenerative diseases and disorders afflict families and modify lives of families.
Intermediate Level		Subconcept:	Many chronic and degenerative diseases and disorders can be controlled by man.
CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
- Treatment	A A A	What types of foods should a diabetic avoid? How can moderate amounts of exercise help a diabetic?	Make a list of foods that a diabetic should not eat. Discuss how they may affect the blood system and cause certain problems.
Rheumatic disease	A AB A	What is the meaning of the word <u>rheumatic</u> ? What parts of the body do rheumatic diseases most often affect or change? Who can suffer from rheumatic diseases?	Have a person who is afflicted by arthritis or another rheumatic disease talk to the class. If possible let him show enlarged body joints.
Problems	A A	What is rheumatic fever? How may these body parts be affected or changed?	Display and discuss material from the State Department of Health on rheumatic diseases.
	A	Can you describe the symptoms of arthritis?	Show a film on rheumatic diseases.
	A	At what age does arthritis usually develop?	Have different students report on the history, symptoms, and treatment of various rheumatic diseases.
	A A A A AB	What is a bursa? What is the disease called that results from an inflamed bursa? What are other rheumatic diseases? How can overweight be a contributing factor toward rheumatic diseases?	At what age does arthritis usually develop? What is a bursa? What is the disease called that results from an inflamed bursa? What are other rheumatic diseases? How can overweight be a contributing factor toward rheumatic diseases?
Treatment	A A A ABC	What are some ways these diseases are treated? When may surgery be necessary? Can rheumatic diseases be completely cured? If not, why? If so, how? What are some misconceptions concerning "treatment" or "cure" of rheumatic diseases?	What are some ways these diseases are treated? When may surgery be necessary? Can rheumatic diseases be completely cured? If not, why? If so, how? What are some misconceptions concerning "treatment" or "cure" of rheumatic diseases?

BASIC AREA:	CHRONIC AND DEGENERATIVE DISEASES	CONCEPT:	Chronic and degenerative diseases and disorders afflict families and modify lives of families.
Intermediate Level		Subconcept:	Many chronic and degenerative diseases and disorders can be controlled by man.
CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
<ul style="list-style-type: none"> Cystic fibrosis 	A	<p>Physical – A Mental-Emotional – B Sociocultural – C</p> <ul style="list-style-type: none"> Problems Treatment 	<p>Have the students give a report on the history of the disease.</p> <p>Have a resource person visit the class and discuss the problems relating to the disease.</p> <p>Display material concerning cystic fibrosis from the Division of Crippled Children of the Texas State Department of Health.</p> <p>AB What are some of the symptoms of this disease? AC What age group is affected by this disease? AC How do children acquire cystic fibrosis?</p> <p>A What is the current treatment for cystic fibrosis?</p> <p>A What special food is added to the diet of a sufferer of cystic fibrosis?</p>
<ul style="list-style-type: none"> Diseases affecting the muscles and nervous system 	AB	<p>ABC Where is the body's nervous system? Muscles? Why are the muscles and the nervous system so important to the body?</p> <p>ABC What is epilepsy?</p> <p>A What are some misconceptions about epilepsy? A How is epilepsy controlled? A What organ of the body does epilepsy affect? AB What is a grand mal seizure? A petit mal?</p>	<p>Have the students draw the muscles and the nervous system. Display as posters or other audio-visual materials in the classroom.</p> <p>Discuss the importance of these systems to the normal functions of the body.</p>
<ul style="list-style-type: none"> Cerebral palsy 	A	<p>A What are the causes of cerebral palsy? A What are the characteristics of cerebral palsy? A At what age are persons affected by this disease?</p>	<p>Display and discuss material from the Texas State Department of Health on different diseases affecting the muscles and nervous system.</p>

BASIC AREA:	CHRONIC AND DEGENERATIVE DISEASES	CONCEPT:	Chronic and degenerative diseases and disorders afflict families and modify lives of families.	
Intermediate Level	CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
		ABC	Why is the doctor often concerned with your family's history of diseases?	Have the class determine which of the chronic and degenerative diseases are inherited, present at birth, and which ones may just develop.
		A	Why are athletes not supposed to smoke?	
		ABC	Why are other people not supposed to smoke?	
		A	What are some good habits that help strengthen the body against disease?	
		ABC	What are some of the important body-building foods?	Assign the class to write a paper associating overweight with ill health.
		A	Why is water important for the body?	
		ABC	Why should a person afflicted with one of these diseases be concerned with his weight?	
	• Proper diet	A	How does a proper amount of exercise aid the body in its resistance against disease?	Have each student take a physical fitness test and compare results with National norms.
		ABC	What physical activities might have to be limited if you are chronically ill? Who would determine this?	Make a list of games which help develop strong muscles and healthy body.
	• Exercise	A	In what ways might a physician help the chronically ill?	Select a committee and arrange a visit to a nursing home to interview the administrator regarding help available for the chronically ill.
		ABC	What are some of the processes a doctor might use to control or prevent these diseases?	
	• Medication	AB	Why might the physician prescribe certain amounts of rest and sleep?	Visit a physical therapy center to see some treatment prescribed for patients. Note which therapy is advised for certain diseases.
		ABC	Why should a patient not use patent medicines?	
	• Regular medical check-up			

V. CONSUMER HEALTH

CONCEPT: Desirable and undesirable influences affect a person's choice of products and services.

Primary Level

Subconcept: People buy and use many products and services to meet their desires and needs.

Behavioral Objectives:

- . The student cites examples of purchases and sees himself as a consumer. This will be measured by an oral, informal inventory.
- . The student recognizes various advertising techniques of mass media. This may be measured by citing examples of radio and television advertising and by arranging samples of magazine and newspaper advertising on a poster.
- . The student evaluates advertising and labeling. This will be measured by small-group presentations on advertising and labeling of products such as foods, drugs, tobacco, and alcohol.
- . The student identifies sources of reliable health information. This will be measured by a teacher-made short-answer test concerning reliable community health services and information.

Intermediate Level

Subconcept: Government regulation and education of the individual provide protection for the consumer.

Behavioral Objectives:

- . The student identifies various laws designed to protect the consumer. This may be measured by a teacher-made matching test concerning consumer laws and their areas of concern.

- The student is responsible for the wise use of his money. This will be measured by a fictitious weekly budget report.
- The student recognizes that certain religious beliefs, social customs, and group pressures influence buying. This will be measured by the preparation of charts listing favorite products of different parts of the country and of different sociocultural groups.
- The student knows that possible harm may result from self-diagnosis and self-medication. This might be measured by role-playing of self-medication, and by a presentation of case studies involving self-diagnosis.

BASIC AREA: CONSUMER HEALTH		CONCEPT: Desirable and undesirable influences affect a person's choice of products and services.	
Primary Level		Subconcept: People buy and use many things to meet their desires and needs.	
CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
THE STUDENT CITES EXAMPLES OF PURCHASES AND SEES HIMSELF AS A CONSUMER. THIS WILL BE MEASURED BY AN ORAL, INFORMAL INVENTORY.			
• People buy and use things for many reasons.		ABC: Who is a consumer?	Have the students list the ways their families can buy and use products and services.
• Consumers use services and products.		ABC: What is a product? ABC: What is a service?	Have students survey five adults and ask them how and why they purchase certain products, and how they select medical services.
• Factors influencing consumers		BC: Why would you buy one product rather than another?	Have students prepare a list of needs of different groups, such as those of various ages and socio-economic levels, and discuss how the needs of each affect their buying.
• Needs		ABC: What are some of the needs all people have?	Use upper grade students to describe Texas products.
• Availability		ABC: Which products are more available in Texas than in other states?	Have students Prepare bulletin board depicting Texas products.
• Cost		BC: Why do some people always buy the most or least expensive product?	Students set up mock store, displaying several brands of each of a few familiar items (soap, tooth paste, cereal, etc.). Ask each child to choose one brand of each item and explain what influenced his choice.
• Customs		C: Why does your family consistently buy the same product brand?	

BASIC AREA: CONSUMER HEALTH		CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Primary Level	Association		BC:	If an individual (doctor) or group (such as a professional athletic team) endorses a product, does it ensure the product is good? Why or why not?	Have student make a bulletin board about products recommended by athletes or doctors.
Fear	Approval		ABC:	How can fear influence purchases?	
		B		Have you ever asked your parents for something because "all the other kids" have it? What are some of the current fad toys?	Have students list the toys they think most children own.
	Mass media as a means of advertising		C	What are the mass media? Who pays for mass media?	Have students recall their favorite commercial or advertisements and discuss why they like it.
		ABC:		Which type of advertising would reach the most people?	
		ABC:		How effective is word of mouth as a means of advertising?	
	Television - radio		ABC:	What commercials do people really watch or listen to?	Have students record the number of health-related advertisements on radio and television in a given period.
		ABC:		What types of products are advertised on the radio and television after school and on Saturday morning?	
	Magazines - newspapers		AB:	Which advertisements are just for children?	Have students record advertising space devoted to health-related products.
	Outdoor		ABC:	Is outdoor advertising as effective as other forms of advertising? Why?	Have students design radio, television, and other advertisements for particular products and services.
	Mail		A	What kinds of advertising come in the mail?	
		ABC:		What is junk mail?	
	Accurate or misleading advertising		C	How is advertising regulated?	
		ABC:		Does advertising always tell which product is best and safest to you? Why? Why not?	Have students cite examples of products that have not fulfilled advertising claims.

BASIC AREA: CONSUMER HEALTH
Primary Level

CONCEPT: Desirable and undesirable influences affect a person's choice of products and services.

Subconcept: People buy and use many things to meet their desires and needs.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
<ul style="list-style-type: none"> • Deceptive health advertising • Claims • Testimonials • Pseudo-medical endorsements 	A	<p>How can deceptive health advertising be a danger to the consumer?</p> <p>ABC: Which claims and testimonials have to be proved by manufacturers?</p> <p>B</p> <p>How can authority figures (doctors, dentists, etc.) be misrepresented?</p> <p>ABC: What serious consequences might result from self-medication?</p> <p>A</p> <p>Why do you think most products have a label?</p> <p>A</p> <p>What does the skull and crossbones mean?</p>	<p>Discuss television programs and commercials which have a physician in the cast. Is he really a physician or an actor?</p> <p>Have students bring labels to school and arrange them by those with directions, warnings, and ingredients.</p>
<ul style="list-style-type: none"> • Labeling 	A		
			<p>THE STUDENT IDENTIFIES SOURCES OF RELIABLE HEALTH INFORMATION. THIS WILL BE MEASURED BY A TEACHER-MADE SHORT-ANSWER TEST CONCERNING RELIABLE COMMUNITY HEALTH SERVICES AND INFORMATION.</p>
<ul style="list-style-type: none"> • Sources of reliable health services and information are available in your community. • Health department • Medical / dental societies • Physician and dentist 	A	<p>What are some reliable sources of health information?</p> <p>C</p> <p>What kinds of specialized health care services are available in your community?</p> <p>A</p> <p>Health department</p> <p>Medical / dental societies</p> <p>A</p> <p>How many different types of physicians and dentists can you name?</p>	<p>Make a scrapbook showing ways by which we can learn about health.</p> <p>Have students list and discuss the members of the school and community health team.</p> <p>Have students invite a resource person to class to discuss the different kinds of dentists or physicians.</p>

BASIC AREA: CONSUMER HEALTH
Primary Level

CONCEPT: Desirable and undesirable influences affect a person's choice of products and services.
Subconcept: People buy and use many things to meet their desires and needs.

CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Code	Physical -A Mental-Emotional -B Sociocultural -C	
	ABC: What are the advantages for each family to have regular medical and dental care? ABC: If your family did not have a family dentist or physician where could they go for medical service?	Have students share experiences of how a physician or dentist has helped them. Have students invite the school nurse to class to discuss the school health program.

BASIC AREA: CONSUMER HEALTH
Intermediate Level

CONCEPT: Desirable and undesirable influences affect a person's choice of products and services.

Subconcept: Government regulation and education of the individual provide protection for the consumer.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
THE STUDENT IDENTIFIES VARIOUS LAWS DESIGNED TO PROTECT THE CONSUMER. THIS MAY BE MEASURED BY A TEACHER-MADE MATCHING TEST CONCERNING CONSUMER LAWS AND THEIR AREAS OF CONCERN.			
Certain local and National agencies play an important role in the protection of the consumer.	A	ABC: Why do you think official and voluntary agencies are interested in the consumer?	By student groups, investigate health-related agencies in the community and report back to the class. Based upon each group's research, develop a list of such organizations, their functions, and their service to the community.
Consumer-related agencies, such as:			
• Better Business Bureau	C	What organizations could you contact to investigate a product or service?	Have students arrange for a speaker from agencies such as Better Business Bureau or Department of Agriculture. Investigate such terms as <u>ecology</u> , insecticide, pesticide, <u>germicide</u> , etc.
• Department of Agriculture	C	What is the role of the Department of Agriculture as related to ecology?	
• Federal Trade Commission	C	What role does the Federal Trade Commission play in assisting and protecting the consumer?	Have students collect examples of products controlled by governmental agencies like the Food and Drug Administration and Federal Trade Commission.
• Food and Drug Administration	A C	Why are certain foods and products inspected by governmental agencies?	Give particular emphasis to the warning and directions on drugs, ingredients in foods, and warning on cigarette packages.
• Health departments			
• Post office	C	Have you or anyone in your family received by mail a product you had not ordered? What did you do?	Teacher-led discussion on "recall campaign" by automakers.

BASIC AREA: CONSUMER HEALTH

Intermediate Level

CONCEPT: Desirable and undesirable influences affect a person's choice of products and services.

Subconcept: Government regulation and education of the individual provide protection for the consumer.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
<ul style="list-style-type: none"> • Consumer protection laws governing: <ul style="list-style-type: none"> • Foods • Drugs • Lending • Packaging and labeling 	<ul style="list-style-type: none"> C: Do our laws necessarily ensure safe products and services? How might such laws be improved? C: Does your community have similar laws? BC: Are there too many laws? Too few? ABC: How can the consumer support and promote these laws? 	<ul style="list-style-type: none"> Let class visit a food processing plant, view and discuss safety, preparation, packaging, and preserving. Take class to visit the school cafeteria, and have the personnel explain the requirements and inspection the personnel and cafeteria must meet. Invite a resource person such as a sanitarian to discuss a topic relevant to protecting the consumer. Arrange a student debate on one of the following topics: "Girls should not use cosmetics until 13 years old," "In the near future, boys will use cosmetic preparations as often as girls." 	<p>THE STUDENT IS RESPONSIBLE FOR THE WISE USE OF HIS MONEY. THIS WILL BE MEASURED BY A FICTITIOUS WEEKLY BUDGET REPORT.</p> <ul style="list-style-type: none"> • An individual is responsible for the wise use of his money. • Consumer awareness <ul style="list-style-type: none"> • Know what is needed before buying. • Follow advice of authorities. <p>ABC: How can you use your allowance wisely?</p> <p>AB: Why should people buy only what they can afford?</p> <p>AB: Why do you think you would buy more food if you shopped when you were hungry?</p> <p>Who shops in your family?</p> <p>A C: How can you be sure of the quality of a product or services?</p>
			<p>Have students collect samples of school supplies to compare price and quality.</p> <p>Have the students collect and discuss articles dealing with consumer health.</p> <p>Order copies of periodicals that rate and compare products. Discuss the quality of various products.</p>

BASIC AREA: CONSUMER HEALTH

Intermediate Level

CONCEPT: Desirable and undesirable influences affect a person's choice of products and services.

Subconcept: Government regulation and education of the individual provide protection for the consumer.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
• Watch for good opportunities.	BC	Is a "bargain sale" always what it says? Do "sales" always mean lower prices? Why? Why not?	Have the class develop a shopping list of different items. Ask each student to shop at a different store or use newspaper advertisements. Compare prices. Have student bring examples of advertised sales. Discuss "2 for 1," one-cent sales, back-to-school sales, going-out-of-business sales, etc.
• Relate product selection to ecology.	A	Which products are packaged in containers that may be recycled? Which products can contribute to water pollution?	Have students prepare a shopping list of products that are ecologically sound. (Laundry products, soft drinks, etc.)
• Relationship of quality to price and quantity	ABC	Do costs of items remain constant in different stores, areas, and states? Why? Why not?	Have students compare some toilet articles used by all (shampoo, soap, dentifrice) for unit price, performance, and reason for purchase. Discuss the cost and value of additives such as hexachlorophene and fluorides.
• Packaging	C	Does the box size of a product necessarily mean more or less for your money? Why? Does the picture on the outside always look like the product on the inside? Why? Why not?	Have students collect labels and product containers to discuss their ambiguity and influence on the consumer.
• Weights and measures	BC	Why do you think some products are packaged in regular, giant and family sizes?	Have each student bring one particular product from home (laundry soap, toothpaste, etc.), compare packaging, weight, and discuss ways of determining quality. Have students figure per-unit cost for each item.
• Budgeting	BC	How does your family prepare a budget or shopping list? Can you save money by buying in large quantities?	Have children set up a role-playing situation dealing with buying on impulse.
• Credit	ABC	Are things free when you charge them? How can pre-saving save money rather than buying on credit? What makes a good credit rating?	Have each student poll his parents as to the advantages and disadvantages of credit cards.

BASIC AREA: CONSUMER HEALTH		CONTENT		MOTIVATING QUESTIONS		LEARNING EXPERIENCES	
		Code	Physical -A Mental-Emotional -B Sociocultural -C				
<u>Intermediate Level</u>							

BASIC AREA: CONSUMER HEALTH		CONCEPT: Desirable and undesirable influences of person's choice of products and services.	
Intermediate Level		Subconcept: Government regulation and education of the individual provide protection for the consumer.	
CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
		Physical—A Mental-Emotional—B Sociocultural—C ABC: What do current fads have to do with weight control and drug use?	
		THE STUDENT KNOWS THAT POSSIBLE HARM MAY RESULT FROM SELF-DIAGNOSIS AND SELF-MEDICATION. THIS MIGHT BE MEASURED BY ROLE-PLAYING OF SELF-MEDICATION, AND BY A PRESENTATION OF CASE STUDIES INVOLVING SELF-DIAGNOSIS.	
<ul style="list-style-type: none"> Possible harm may result from self-diagnosis and self-medication. Using drugs and medicines Prescriptions vs. over-the-counter drugs Labels and directions Medicine cabinet 	<p>ABC: Wh... health problems, if any, can safely be treated without visiting a physician or dentist?</p> <p>A What is the difference between a prescription drug and an over-the-counter drug? How can drugs and medicines affect people differently?</p> <p>A What does the skull and crossbones mean? What information is required on a drug or medicine container?</p> <p>A How could your medicine cabinet be dangerous? What do you think should be included in every home's medicine cabinet? What do you think should be included in a first aid kit?</p> <p>A How could your medicine cabinet be dangerous? What do you think should be included in every home's medicine cabinet? What do you think should be included in a first aid kit?</p>	<p>ABC: What do current fads have to do with weight control and drug use?</p> <p>A What is the difference between a prescription drug and an over-the-counter drug? How can drugs and medicines affect people differently?</p> <p>A What does the skull and crossbones mean? What information is required on a drug or medicine container?</p> <p>A How could your medicine cabinet be dangerous? What do you think should be included in every home's medicine cabinet? What do you think should be included in a first aid kit?</p>	<p>Have students prepare and discuss a list of "cures" for the common health problems such as the common cold.</p> <p>Have students invite a pharmacist to discuss differences between prescription and over-the-counter drugs.</p> <p>Using newspaper advertisements, have students price over-the-counter drugs at various stores (pharmacy, discount, supermarket).</p> <p>Have students design their own label and warnings for common household products.</p> <p>Develop model medicine chest; what should be included? Have students, with parental supervision, investigate home medicine chests, noting dates, and directions on medicines.</p> <p>Have students and parents conduct a "clean medicine cabinet campaign."</p>

BASIC AREA: CONSUMER HEALTH

CONCEPT: Desirable and undesirable influences affect a person's choice of products and services.

Intermediate Level

Subconcept: Government regulation and education of the individual provide protection for the consumer.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
• Choosing medical and dental care	ABC	How do preventive services differ from treatment services? ABC. What are some of the recent medical and dental advances that your grandparents did not have when they were children?	Have students use the phone book to contact the local medical and dental society to determine how many types of specialists are located in the area.
• Types of physicians	ABC	How does your family choose a physician or dentist?	Display and discuss common instruments used by physicians and other paramedical personnel. Display samples of dental equipment and instruments.
• General practitioner	BC	Does the term doctor necessarily refer to a medical person? What else can it mean?	
• Specialist	C	Who are the following physicians: M.D., D.O., D.D.S.? How do they differ from Ph.D. and Ed.D?	
• Paramedical	ABC	If you were new in a city, how would you go about finding competent medical or dental services?	
• Quackery	C	What other health professionals can you name other than physicians? C. How does training differ for the various health professions (physician, chiropractor, optometrist, oculist, psychiatrist, psychologist, etc.)?	
• Characteristics	ABC	What are the differences between a medicine man and a physician? Why do people still seek out so-called miracle cures?	Have students plan a skit exposing the techniques of a quack.
			Have students develop a bulletin board on "How to Spot a Quack."

BASIC AREA: CONSUMER HEALTH

Intermediate Level

CONCEPT: Desirable and undesirable influences affect a person's choice of product and services.

Subconcept: Government regulation and education of the individual provide protection for the consumer.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
• Misconceptions and superstitions	ABC	How do you think "old wives' tales" and health misconceptions became popular? Can a palm reader or fortune teller predict your future?	Have students develop a list of misconceptions and superstitions common to your area.
• Official agencies	ABC	Why do official health agencies exist? Where do such agencies get financial support? What legal responsibilities do official health agencies have?	Have students develop a list of health agencies in their community and discuss the function of each. Plan a field trip to an official agency and to a voluntary agency.
• Voluntary agencies	ABC	What are the differences between an official and a voluntary health agency? If a family needed medical advice or services, but was unable to afford them, where might it go in your community for assistance?	Teacher-led discussion of the phenomenon of voluntary health agencies in the United States. Do they exist in such great numbers in other countries?

VI. HEALTH AND FITNESS FOR DAILY LIVING

CONCEPT: Fitness is an aspect of health that reflects man's readiness to function effectively in his environment.

Primary Level

Subconcept: The quality of one's life is influenced by the care he takes of himself.

Behavioral Objectives:

- . The student recognizes the importance of the teeth, eyes, ears, skin, nails, and hair and will show increased concern for care of each one. This might be measured by self-testing and teacher observation.
- . The student demonstrates that adequate diet is important to health fitness. The teacher might observe the eating habits in the cafeteria.
- . The student demonstrates the importance of exercise, rest, and sleep as a vital part of physical and mental fitness. These might be measured by reports from students and parents on the amount of sleep received, and observation of how student participates in the physical education program.
- . The student improves his personality and his ability to get along with others at home and at school. This might be measured by parent conferences and teacher observation.
- . The student is able to cope with failure, success, and emotions. This might be measured by parent conferences and teacher observation.

Intermediate Level

Subconcept: Man's self-understanding and knowledge of various aspects of health and fitness affect his well-being.

Behavioral Objectives:

- . The student demonstrates knowledge of the importance of the teeth, eyes, and ears and will show increased concern over each. This may be measured by teacher observation, use of disclosing wafers, oral responses, and game situations.
- . The student recognizes and practices fulfilling the needs for healthy feet, skin, hair, and nails. This may be measured by written responses to questions and teacher observation.
- . The student realizes the importance of exercise, sleep, rest, diet, and posture as a vital part of physical and mental fitness. This may be measured by oral responses, teacher observation, participation in physical education activities.
- . The student accepts and is better able to cope with his emotions and realize that everyone experiences strong emotions. This may be measured by parent conferences, teacher observation, and anecdotal records.
- . The student recognizes and practices acceptable social behavior as determined by his role in society. This may be measured by teacher observation, oral discussions, role-playing and response to situation-type questions.

**BASIC AREA: HEALTH AND FITNESS FOR
DAILY LIVING**

Primary Level

CONCEPT: Fitness is an aspect of health that reflects man's readiness to function effectively in his environment.

Subconcept: The quality of a person's life is influenced by the care he takes of himself.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
• Fitness prepares one for everyday living.	AB A B C	What is fitness? How can one be physically fit? How does mental and emotional fitness affect one? What is social fitness?	Teacher leads a discussion on "being healthy." Students and teacher discuss how one can become physically, emotionally, and socially fit. Be sure each one knows the meaning of the terms <u>physical</u> , <u>mental</u> , <u>emotional</u> , and <u>social</u> first.
•	AB	Why is a healthy pet more energetic and playful than an unhealthy pet?	Students and teacher may go for a short walk to see some pets. Decide which ones are well cared for by the way they act and look.
•	AB		Show film on keeping fit.
•	AB		Invite physical education teacher, athlete, or resource person to come in and discuss care of body. Write "thank you" note to visitors.
•	AC	Why are teeth so important to health and appearance? What is dental floss?	The teacher may get a set of models of the teeth and let students show how these should be brushed.
•	AC	What is dental floss?	Color spots to show decay. Discuss what causes decay and what should be done about it. Let student practice toothbrushing and flossing for plaque removal. Have student chew disclosing wafer. Put mirror up and let students look at their teeth before and after brushing and flossing. Then discuss.
•	AC	How often should one clean the teeth by brushing and flossing?	
•	A	What is the purpose of brushing and flossing teeth?	
•	A	Why should one care for teeth?	
•	A	What are cavities?	
•	AB	How do dental cavities affect one's appearance and personality? Why?	
•	Cavities		

BASIC AREA: HEALTH AND FITNESS FOR
DAILY LIVING

Primary Level

CONCEPT: Fitness is an aspect of health that reflects man's readiness to function effectively in his environment.

Subconcept: The quality of a person's life is influenced by the care he takes of himself.

CONTENT	Code	MOTIVATING QUESTIONS Physical - A Mental-Emotional - B Sociocultural - C	LEARNING EXPERIENCES
	A	What happens when teeth decay? What causes teeth to decay? Why is regular brushing and flossing important? What is the correct way of brushing and flossing teeth? AB Why are brushing and flossing more important than the dentifrices? How does dental floss help appearance? How may permanent teeth be maintained? A How can teeth not last for a lifetime? C How does food affect one's teeth? ABC How often should one see a dentist? Why? AB Why should one see a dentist about an injured tooth?	The teacher can bring dental floss or thread and show how it can be used. Tell what happens to food left between teeth for 24 hours. Students may choose a class "dentist" and keep record for a week of times teeth are brushed and flossed. Discuss when to brush and floss. Try to develop good brushing and flossing habits. Discuss protection of teeth while playing. Invite dentist to talk to class, or take students to dentist's office and show his instruments and how they are used. Teacher shows film about teeth that are pretty and those that are not. Discuss reasons for each being as they are.
	AB	Why does a tooth sometimes hurt? What should be done? AB How many teeth do you have?	Teacher shows model or transparency of inside of tooth. Show how a cavity breaks into sensitive areas. Discuss how dentist can fill cavities to prevent pain. Teacher plans an exhibit of tooth care materials such as toothbrushes, toothpaste, dental floss, etc. Ask dentist or dental assistant for toothbrushes.

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

Primary Level

CONCEPT: Fitness is an aspect of health that reflects man's readiness to function effectively in his environment.

Subconcept: The quality of a person's life is influenced by the care he takes of himself.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
		Physical - A Mental-Emotional - B Sociocultural - C	
• Care of eyes	AB A ABC AB AB	What is bacterial plaque? How does plaque removal aid in preventing cavities? How does good vision help one enjoy life? How can good vision contribute to one's appearance and personality? What is the safest distance to sit from a television set?	Students brush and floss teeth and discuss differences in feeling and taste. Students play a game or watch a movie or listen to a story. Then discuss what eyes mean to you, and how they help you learn and enjoy life. Teacher discusses effects on the vision of sitting too close to the television set or holding books too close.
• Errors in refraction	A A AB	What is nearsightedness? What is farsightedness? How can astigmatism affect vision? What are the parts of the eye?	Use transparencies of an eye and show the parts. The lids act as shutters.
• Eye problems	B BC A A A	How can wearing glasses affect one emotionally? Why? How does poor vision affect one's learning? Why? What is eye strain? How can one receive eye strain? What is important about good lighting?	Students apply pressure to both eyes for a few minutes and then try to read. Cover one eye and read for a time. Then read same thing with both eyes. Is there a difference? Teacher demonstrates good and bad lighting and what it does to the eyes. Relate stories of eye injuries. Teacher asks if anyone has ever had something in eye; discuss how it feels, ways of removing the object, and the importance of carefulness.

BASIC AREA: HEALTH AND FITNESS FOR
DAILY LIVING
Primary Level

CONCEPT: Fitness is an aspect of health that reflects man's readiness to function effectively in his environment.
Subconcept: The quality of a person's life is influenced by the care he takes of himself.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Care of ears	Physical - A Mental-Emotional - B Sociocultural - C	BC: How can hearing affect one's personality? A: How can wax in one's ears cause hearing loss? A: How should the ears be cleaned? Why should you never put anything smaller than a finger wrapped in a wash cloth in the ear? - Causes of hearing loss - Injury	Show films or read stories about how to care for the eyes. Students play seeing games. Then give vision test. Teacher may place earplugs in student's ears to show how hearing loss can cause discomfort and displeasure.
Hearing loss		A: What can injure one's ears? ABC: What can be the effect of loud noises on hearing?	Teacher turns record player extremely loud. Some children will put hands over ears. Let them tell why. Show transparencies on ear care. Let class take a walk. Discuss noises heard, soft and loud.
Illness		ABC: What effect does hearing have on learning? A: Why is it dangerous to dig in the ear with a pencil or sharp object? A: How do colds affect hearing? Why? AB: How can sickness cause hearing loss?	Teacher discusses the effect of hearing problems on one's learning and personality. Show film on ear care. Have student hold fingers on nose (like clothes pin), then talk. Discuss changes in voice and hearing. Talk about colds and how ears feel when nose is blown too hard.

BASIC AREA:	CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Primary Level	Code	Physical-A Mental-Emotional-B Socio-cultural-C	
Good grooming	ABC	Why is fitness in appearance so important? BC How does fitness in appearance affect one culturally? BC How does personal appearance influence the behavior of a person? BC Why does one not need expensive clothes to be well-groomed?	Teacher has school nurse test hearing and demonstrate care of ears. Have the students paint two characters or dictate or write a story about a neat person and an untidy person. Have them include those virtues of good grooming that help us. One should portray poor grooming habits and neglect. One should portray good grooming habits. Ask children to describe the social implications of being pleasing to look at and to be around.
• Skin	AB	Why should one bathe regularly? ABC How does one get clean if he does not have a tub or shower?	Students have a puppet show demonstrating how a boy and girl should care for their skin. Teacher demonstrate ways to wash face and hands.
	AB	How does keeping one's skin clean affect one's health? appearance and personality? ABC What are skin blemishes and how do they affect personality development? What is impetigo? Ringworm? What can be done for them?	Students and teacher bring pictures of a well-groomed boy and girl. Put on bulletin board and discuss. (Add care of nails and hair to these after studying them.) Students role-play how grooming affects personality.

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

Primary Level

CONCEPT: Fitness is an aspect of health that reflects man's readiness to function effectively in his environment.

Subconcept: The quality of a person's life is influenced by the care he takes of himself.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
		ABC How does keeping one's skin clean help one stay free from disease and germs?	Teacher discusses the relationship of cleanliness to preventing and spreading disease.
			Have the students discuss the aesthetic value of cleanliness. Let half the class write a poem and the other half write a story concerning "What is Grooming?"
Nails	ABC	Why should one keep his nails short and clean?	Students choose "doctor" and "nurse" to check boys and girls on care of skin, nails, and hair for a week. Make a chart on progress.
Hair	ABC	What constitutes good grooming of hair? Why? Why should one use soap and shampoos?	Have students discuss or write a short resume of the routine they practice every morning and evening. Through class discussion, let the students describe the ideal personal care routine; each student should be able to compare and evaluate his own routine.
	AB	What is dandruff?	Students discuss how dandruff can affect loss and brightness of hair. Take wig and put powder on it.
	ABC	How does dandruff affect appearance?	Students play "beauty shop" and "barber shop" again.
Toilet care	AB	What practices should one follow when using and leaving the bathroom? Why should the bathroom be kept clean?	Take students, in groups, to the bathroom. Demonstrate proper hygiene.
Care of feet	A	Why and how should one care for his feet? Why is it necessary to keep the feet clean? Why do your shoes need to fit?	Students role-play or demonstrate how a person should wash his feet, clean and cut toe nails, and fit his shoes. Trace foot on paper; then trace shoe over it.

BASIC AREA:	HEALTH AND FITNESS FOR DAILY LIVING	CONCEPT:	Fitness is an aspect of health that reflects man's readiness to function effectively in his environment.
Primary Level		Subconcept:	The quality of a person's life is influenced by the care he takes of himself.
CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
THE STUDENT DEMONSTRATES THAT ADEQUATE DIET IS IMPORTANT TO HEALTH FITNESS. THE TEACHER MIGHT OBSERVE THE EATING HABITS IN THE CAFETERIA.			
	A	• What is meant by a balanced diet? • What does it mean to be fat?	Let students make out menus that they have at home. Discuss why some foods are better than others.
	A	• Why does one's daily living schedule influence what he eats?	Let students make posters of foods they have for each meal.
	ABC	• Foods that make you go	Let students glue pictures of food to paper plates to establish the idea of a balanced meal.
	AB	• Foods that make you grow	Students and teacher make a tree to put on bulletin board. Find foods that give energy; cut out and put on tree.
	AB	• Foods that make you glow	Students have a "tasting party" of foods giving energy.
	AB	• Foods that make you develop?	Student has a tree for foods with fats and proteins.
	AB	• Foods that make you strong	Tasting party for fats and proteins.
	AB	• Foods that make you healthy	Make a tree for foods that give body vitamins.
	AB	• Foods that make you live longer	Students taste different kinds of juices.
	AB	• Foods that make you look good	Teacher puts two plants in the room. Water one and let the other go without water. Observe results. Sweet potatoes rooted in water are good to demonstrate.
	AB	• Foods that make you feel good	How much water should one drink each day?
	AB	• Foods that make you feel bad	Why does one need water?

BASIC AREA:	HEALTH AND FITNESS FOR DAILY LIVING		CONCEPT: Fitness is an aspect of health that reflects man's readiness to function effectively in his environment.
Primary Level			Subconcept: The quality of a person's life is influenced by the care he takes of himself.
CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Physical—A Mental-Emotional—B Sociocultural—C			
THE STUDENT DEMONSTRATES THE IMPORTANCE OF EXERCISE, REST, AND SLEEP AS A VITAL PART OF PHYSICAL AND MENTAL FITNESS. THESEES MIGHT BE MEASURED BY REPORTS FROM STUDENTS AND PARENTS ON THE AMOUNT OF SLEEP RECEIVED, AND OBSERVATION OF HOW STUDENT PARTICIPATES IN THE PHYSICAL EDUCATION PROGRAM.			
<ul style="list-style-type: none"> • Rest and exercise determine how we act and feel. • Sleep and rest 	<p>AB</p> <p>AB</p> <p>AB</p> <p>AB</p> <p>AB</p> <p>AB</p> <p>AB</p> <p>AB</p>	<p>How many hours of sleep does one need? Why?</p> <p>How does one feel after a good night's sleep?</p> <p>How does one feel after a sleepless night?</p> <p>Why do grown-ups need less sleep than children?</p> <p>What is the difference between rest and sleep?</p> <p>Why do children fall asleep in class?</p>	<p>Let each student keep records in classroom on number of hours he sleeps each night. Does he feel better when he has had more sleep?</p> <p>Show film on importance of sleep.</p> <p>Teacher discusses how sleepy, tired students act--which act nicer, those not sleeping enough or those sleeping enough? Discuss how we learn when we are sleepy and tired, how we learn when we are rested.</p> <p>We breathe and grow when we are asleep. Grown-ups do not need to grow anymore, but have to have some sleep and rest.</p>
<ul style="list-style-type: none"> • Strong muscles 	AB	<p>What are muscles? What is muscle tone?</p> <p>How can one develop muscles?</p> <p>How can one develop muscle tone?</p>	<p>Invite an athlete or a resource person to visit class and demonstrate exercises to build and strengthen various muscles. Discuss why we should grow stronger.</p>

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

Primary Level

CONCEPT: Fitness is an aspect of health that reflects man's readiness to function effectively in his environment.

Subconcept: The quality of a person's life is influenced by the care he takes of himself.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
		Physical -A Mental-Emotional -B Sociocultural -C	Teacher plays exercise records and lets class participate.
	AB	Why does one need exercise to stay healthy?	Let one-half of class sit tall and straight in chairs and one-half slump over for five minutes. Discuss which feels more rested.
	AB	What exercise can one take to keep legs and back strong, healthy, and straight?	Students and teacher demonstrate and discuss relaxing games and tiring games. Why are both needed?
	AB	How does exercise affect one's posture?	Have students sit with their feet folded under them for five minutes, then walk around for five minutes. Discuss.
• Energy	A	How can exercise give one energy?	Have students grip hands tightly and count to ten, then move fingers. Discuss. Have students sing and do finger exercises.
	AB	What happens if one does not exercise?	Let students make up exercises and demonstrate.
	A	What happens if one does not exercise?	Teacher-led discussion of what sun and fresh air can do for us.
	A	Why should one exercise out in the sun and fresh air?	Teacher takes two plants. Put one where it can get fresh air and sunshine; cover the other with a box. Compare the two at the end of a week.
• Sunshine and fresh air	A		THE STUDENT IMPROVES HIS PERSONALITY AND HIS ABILITY TO GET ALONG WITH OTHERS AT HOME AND AT SCHOOL. THIS MIGHT BE MEASURED BY PARENT CONFERENCES AND TEACHER OBSERVATION.
	ABC	What can one do to help other people?	Learning how to get along with others is part of being healthy.

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

Primary Level

CONCEPT: Fitness is an aspect of health that reflects man's readiness to function effectively in his environment.

Subconcept: The quality of a person's life is influenced by the care he takes of himself.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Laughing and smiling	B	<p>Why is being happy important?</p> <p>What are emotions? How are they expressed in socially acceptable ways? What are some of the unpleasant feelings that all people have?</p> <p>What can be done about unpleasant emotions if we experience them?</p>	<p>Students write stories or poems about "Smiles" or "Being Happy."</p> <p>Students looking in a mirror smile, laugh, frown. Discuss. Then let some stand in front of class and smile, laugh, and frown. How does class react?</p> <p>Have students role-play or use puppets to demonstrate how unpleasant feelings can be used in acceptable ways (as throwing balls at a wall).</p> <p>List appropriate and inappropriate behavior resulting from various emotions - anger, hostility, happiness, humor, etc.</p> <p>Let students choose poems or songs or write a poem or song. Let each student make own decision. Recite or read. Let student decide what is good about each.</p>
Accepting oneself and others as they are	BC	<p>Who can help one make decisions?</p> <p>ABC: What makes one person different from another? ABC: Why can't each child do things the same or as well as another?</p>	<p>Teacher sends some students to board to write words, work problems, or just write; some outside to run races. Discuss fact that each race or contest is not won by same person. Some run better, some write better, some read better, etc. Individual differences are an excellent subject for discussion.</p> <p>Form student groups--using physical characteristics as the basis--such as color of hair, color of eyes, size, etc. Continue the process to convey the meaning that we are different within groups and even within ourselves. Regroup on the basis of other characteristics.</p> <p>ABC: Why don't all people look and act alike?</p>

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

Primary Level

CONCEPT: Fitness is an aspect of health that reflects man's readiness to function effectively in his environment.

Subconcept: The quality of a person's life is influenced by the care he takes of himself.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Sharing and taking turns	ABC	Who is a good sportsman? Why should one learn to take turns? How can one be independent and get along with others?	Students and teacher choose teams, select a game from your grade level in one of the Texas Education Agency physical education guides. Show how teammates can take turns, can help each other, and cooperate to get the job done. Teacher chooses a game all like to play. Then decide what did or did not make the game fun.
Learning to cope with failures, disappointments and emotions prepares one for daily living.	ABC	Why should one learn to be a good loser? What is a good sport? Why should one learn to be a good winner?	Teacher puts names of games played, winners of each. Then discuss how each student helped the winner. Each student contributes to winning and losing. Students and teacher invite a favorite athlete to class to discuss winning and losing. Students write poem or story on "Winning," "Losing," "Good Sport" or "Poor Sport." Discuss each as read. Students and teacher discuss the benefits related to activities in sports. They will be physical, mental, and social. Let students play Mother Goose in Healthland.

BASIC AREA:	HEALTH AND FITNESS FOR DAILY LIVING	CONCEPT: Fitness is an aspect of health that reflects man's readiness to function effectively in his environment.
<u>Intermediate Level</u>		Subconcept: Man's self-understanding and knowledge of various aspects of health and fitness affect his well-being.
CONTENT	Code	MOTIVATING QUESTIONS Physical - A Mental-Emotional - B Sociocultural - C LEARNING EXPERIENCES
		THE STUDENT DEMONSTRATES KNOWLEDGE OF THE IMPORTANCE OF THE TEETH, EYES, AND EARS AND WILL SHOW INCREASED CONCERN OVER EACH. THIS MAY BE MEASURED BY TEACHER OBSERVATION, USE OF DISCLOSING WAFERS, ORAL RESPONSES, AND GAME SITUATIONS.
<ul style="list-style-type: none"> Personal care of one's body is essential for good health and fitness. Care of teeth and gums 	<p>A</p> <p>What are teeth made of and how do they grow? How long do teeth last?</p> <p>A</p> <p>How are the different teeth shaped for the purpose they serve?</p> <p>A</p> <p>ABC</p> <p>How do teeth aid digestion? Speech? Appearance?</p>	<p>Using models, pictures, charts, and transparencies, lead students to discuss how a tooth is made, its parts, and the materials that make the teeth.</p> <p>Have students list animals that are meat eaters and grass eaters and report how their teeth are adapted to their diet.</p> <p>Invite a dentist to speak to the class on oral hygiene.</p> <p>Have a student do this experiment: Put a whole sugar cube in one glass of water. Put a sugar cube that has been broken into small pieces into another glass of water. Stir and observe which dissolved first. Relate this to the job of the teeth as preparing food for digestion.</p> <p>Have a student who is wearing orthodontic appliances discuss the reasons and some of the types of devices used.</p> <p>Show on charts or transparencies how decay occurs. Use models of decayed teeth to stimulate further discussion.</p>

<u>BASIC AREA:</u> HEALTH AND FITNESS FOR DAILY LIVING	<u>Intermediate Level</u>	<u>CONCEPT:</u> Fitness is an aspect of health that reflects man's readiness to function effectively in his environment.	<u>Subconcept:</u> Man's self-understanding and knowledge of various aspects of health and fitness affect his well-being.
<u>CONTENT</u>	<u>Code</u>	<u>MOTIVATING QUESTIONS</u>	<u>LEARNING EXPERIENCES</u>
		<p>A C: What is an abscess? Malocclusion? Periodontal disease?</p> <p>A What treatment is recommended for abscess, malocclusion, periodontal disease?</p> <p>A What is tartar? How can it be removed?</p> <p>A When does a tooth have to be extracted?</p> <p>A C: How often should you see a dentist? What will he do? What equipment does he have?</p> <p>A C: How does diet affect teeth? How does frequency of eating affect frequency of cleaning?</p> <p>A What are refined carbohydrates and why do they cause decay?</p> <p>A What foods contribute nutrients for strong teeth and healthy gums? Why?</p> <p>A C: What is the correct way to clean the teeth?</p> <p>A C: How often should one clean the teeth? What is the proper method of flossing?</p> <p>A Why does brushing alone not stop dental disease?</p> <p>A C: How did we come to have toothbrushes? What dental devices are available today?</p> <p>A What is bacterial plaque and why should it be removed?</p> <p>ABC: What should you do if you chip or break a tooth? What injuries can occur to a tooth other than chips or breaks?</p>	<p>Let students prepare a teaching board showing any aspect of good dental health (how to brush, foods for strong teeth).</p> <p>Let students observe structure and abnormalities of teeth in X rays.</p> <p>Let students draw pictures of a dentist's office.</p> <p>Have students, using school lunchroom menus, select foods that help build strong teeth. Keep a list.</p> <p>Let students plan well-balanced meals using pictures or models of food. Have others plan snacks.</p> <p>Have one or two students plan a demonstration on the proper way to brush and floss the teeth. Role-play flossing and brushing methods.</p> <p>Have a committee plan an exhibit of tooth care materials such as toothbrushes, toothpaste, dental floss, etc.</p> <p>Have a panel of students discuss the cause and effect of plaque. Use disclosing wafers to stain plaque on teeth of children in class.</p> <p>Let several students find out what can be done for a broken or chipped tooth and report back to class. Discuss types of injuries.</p>

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING
Intermediate Level

CONCEPT: Fitness is an aspect of health that reflects man's readiness to function effectively in his environment.

Subconcept: Man's self-understanding and knowledge of various aspects of health and fitness affect his well-being.

CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
	Physical - A Mental-Emotional - B Sociocultural - C	
A C	What are fluorides? What role do they play in dental care? What are three ways fluorides are used?	Use buzz sessions to discuss advantages and disadvantages of fluoridation of water. Have students check on fluoride content of local water supply and compare other places.
A	What are the main parts of the eye? Their function? How do you see? How is the eye like a camera?	Have the school nurse check each child's vision. Have charts and removable labels. As a game situation, divide the class into groups and have them place labels on various parts of the eye. Give points for parts correctly labeled and explained.
A	What happens to the eyes when the brightness of light is suddenly changed?	Use films and filmstrips about the eyes.
A	What are some natural protections of the eye?	Have students watch a partner's eyes as a light is turned on in a darkened room. Have a student cover one eye on a partner and watch the uncovered eye.
A	What is farsightedness? Myopia? Hypermetropia? Nearsightedness? Astigmatism? Color-blindness? Night blindness? Hyperopia? Amblyopia? Nyctagmus?	Ask students to list the natural protections of the eye and explain them.
A		Let students examine some sample tests for visual problems.
A		Let students examine concave and convex lenses and explain how they think they help sight.
A C	What are some common accidents to the eyes? How can they be prevented? What is glare? How does it affect the eyes?	Assign three students to investigate eye-protection devices worn by athletes and report to class.
		Let a student make a chart of safety rules.

11
C7

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

Intermediate Level

CONCEPT: Fitness is an aspect of health that reflects man's readiness to function effectively in his environment.

Subconcept: Man's self-understanding and knowledge of various aspects of health and fitness affect his well-being.

CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Code	Physical - A Mental-Emotional - B Sociocultural - C	
A	How should light be directed when reading? When watching television? What is a safe distance to sit from the television set?	Have three or four students demonstrate good posture, proper lighting, and the correct way to hold a book for reading.
AB	How does one know if glasses are needed? What are contact lenses? When are they used?	Assign two students to prepare a chart listing indications that glasses are needed.
A	Where do you go to get glasses fitted? What are some differences in eye specialists?	Use a "feel box." Let students put hand in and describe what they feel.
ABC	What is blindness and what can be done about it?	Let a student study the life of Helen Keller and report to the class.
A C	What are some aids for the blind or partially sighted? How can you help those who are blind or partially sighted?	Use reader for partially sighted and have class compare to their own reader.
A	Care of ears	Have students find out how seeing eye dogs came to be used.
A	What are the main parts of the ear? How do they help you hear?	Let students study a sample of Braille.
A	How are the delicate parts of the ear protected?	Invite a blind person to speak to the class. If he has a Braille writer, have him show it and explain its use.
A	What part of the ear helps the sense of balance?	Let student use a chart to place labels on parts of the ear. Use teams and give points for parts correctly labeled and explained.

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

Intermediate Level

CONCEPT: Fitness is an aspect of health that reflects man's readiness to function effectively in his environment.

Subconcept: Man's self-understanding and knowledge of various aspects of health and fitness affect his well-being.

CONTENT	CODE	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
	A	How is sound carried through the ear?	Have different students perform experiments on ways sound travels.
	A	What is meant by air conduction? Bone conduction?	Plan demonstration of various audiograms.
	A	Nerve deafness?	Let the class look at a hearing aid. Have someone explain how it works. Examine different kinds. If possible have hearing aid dealer or audiologist demonstrate. If audiologist is available, have him discuss other hearing disorders.
	A	How do hearing aids help one to hear?	Plan a demonstration (by teacher or nurse) for use of the audiometer.
	A	What are some signs of hearing trouble? What is the difference between hearing loss and deafness?	Let students prepare reports on famous persons who were deaf.
	A	What is an audiometer?	Invite a person who can use sign language and who can also speak and interpret sign language to visit and demonstrate.
	ABC	How can you help a person who is auditorially impaired to be a part of a group?	Let a student report to the class some ways to help the hard of hearing. If a student in the room has a hearing problem, let him give the report.
	A	What effect do colds have on hearing? What is the proper way to blow the nose? Why should it be done this way?	Show films and filmstrips about the ears and how colds affect them.
	A	What is meant by running ear?	Plan individual student reports on common ear disorders.

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING		Intermediate Level		CONTENT		MOTIVATING QUESTIONS		LEARNING EXPERIENCES	
CONCEPT: Fitness is an aspect of health that reflects man's readiness to function effectively in his environment.		Subconcept: Man's self-understanding and knowledge of various aspects of health and fitness affect his well-being.		A	Code Physical—A Mental-Emotional—B Sociocultural—C	A How can injuries to the ear cause hearing loss? Why should a person avoid loud noises near the ears?	Have a panel discussion on ways to protect the ears. Let students make a picture chart of ways to avoid injury to the ears.		
THE STUDENT RECOGNIZES AND PRACTICES FULFILLING THE NEEDS FOR HEALTHY FEET, SKIN, HAIR, AND NAILS. THIS MAY BE MEASURED BY WRITTEN RESPONSES TO QUESTIONS AND TEACHER OBSERVATION.									
Care of skin, hair, and nails		A	How can skin, hair, and nails often show how healthy a person is? How do foods you eat affect skin, hair, and nails?			A How can neat and clean skin, hair, and nails help make and keep friends?		Assign a committee to prepare a report on characteristics of healthy skin, hair, nails.	Let a committee plan and construct a teaching board illustrating good grooming habits.
Skin		A	What is skin? How is it the body's first line of defense against harmful microbes?			A What do the oil glands and sweat glands do? What does perspiration do for the body?		Let class make and use a wheel listing traits of appearance to select a trait for daily inspection.	Let each student make a good grooming kit.
Oil glands and sweat glands		A				A		Using a microscope and slide of skin cells, let groups of students discuss structure.	Using a microscope and slide of skin cells, let groups of students discuss structure.
Dust stick		A				A		Let students discuss the experiment: Blow some dust over paper that has an oil spot. Where does the dust stick? How does this relate to dust on the skin?	Have students soak a cotton ball in water. Wipe this over wrist. Do the same with alcohol. Ask one student to lead a discussion of the results.
Transparencies		A				A			Use transparencies to show layers of the skin and their functions.

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING
Intermediate Level

CONCEPT: Fitness is an aspect of health that reflects man's readiness to function effectively in his environment.
Subconcept: Man's self-understanding and knowledge of various aspects of health and fitness affect his well-being.

CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
	A Why does skin get wrinkled? A C What are fingerprints and how are they used for identification?	Assign individual reports on pigmentation and skin conditions such as freckles, tanning, etc. Make a fingerprint chart of the class and compare ridges.
	A,B,C Why is cleanliness important to healthy skin?	Have student reports on how fingerprints are used by the Federal Bureau of Investigation and enforcement agencies.
	A,C Why should sun be taken in "small doses"? What can be done for sunburn, burns, blisters, splinters, and other injuries to the skin?	When hands are dirty, wash in cold water only; in cold water and soap; and finally warm water and soap. Have students decide which cleans best and why.
Hair and nails	A What is hair? Why doesn't it hurt to cut it? A How do hair and nails grow? What is naturally curly hair? ABC Why should hair and nails be kept neat and attractive?	Using buzz sessions, discuss dangers of sunburn. Assign student reports on care of burns, blisters, and splinters. Let students compare hair from a human and from animals such as a cat or dog. Use a microscope.
	A C How often should hair be shampooed? What is the proper way to shampoo hair? A C How should fingernails be trimmed? Toenails?	Let a student describe the differences between naturally curly hair and straight hair. Have a panel discuss the benefits of good grooming. Invite a beautician and a barber to tell about hair problems and ways to care for the hair. Let a student demonstrate how to trim nails and show what implements to use.

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING
Intermediate Level

CONCEPT: Fitness is an aspect of health that reflects man's readiness to function effectively in his environment.
Subconcept: Man's self-understanding and knowledge of various aspects of health and fitness affect his well-being.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
		A C: What care should be taken of the cuticles? A C: What are some ways to care for the feet? How and why should a person care for the feet? What are some common foot disorders?	Display aids for good grooming and have students explain the use of each. Have students discuss the importance of the feet and demonstrate ways to care for them.
		THE STUDENT REALIZES THE IMPORTANCE OF EXERCISE, SLEEP, REST, DIET, AND POSTURE AS A VITAL PART OF PHYSICAL AND MENTAL FITNESS. THIS MAY BE MEASURED BY ORAL RESPONSES, TEACHER OBSERVATION, PARTICIPATION IN PHYSICAL EDUCATION ACTIVITIES.	
		<ul style="list-style-type: none"> • Man's health and fitness is affected by adequate exercise, rest, relaxation, sleep, posture, and diet. • Exercise 	<p>Take the class to a play area. Let several pupils lead the class in their favorite kinds of exercise.</p> <p>Let different pupils plan and direct a short exercise period each day.</p> <p>Have a panel of students discuss how exercise helps the individual both mentally and physically.</p> <p>Invite a resource person who is actively involved in an exercise program to talk to the class about the importance of exercise.</p> <p>Encourage students to discuss the physical fitness program and tell of improvements they have made since earlier tests.</p>

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING
Intermediate Level

CONCEPT: Fitness is an aspect of health that reflects man's readiness to function effectively in his environment.
Subconcept: Man's self-understanding and knowledge of various aspects of health and fitness affect his well-being.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
		Physical -A Mental-Emotional -B Socio-cultural -C	
Rest, relaxation, and sleep		ABC: Why is the physical education class important? ABC: What is rest? Why is rest needed by everyone? A: Is relaxation the same as rest? What do you do to relax? ABC: What does fatigue mean? What makes a person tired? AB: How can fatigue affect work and play? Cause accidents? BC: When can exercise be relaxation? How?	Invite a school administrator to discuss the importance of physical education in the curriculum. Have students paint pictures showing ways they rest. Use buzz sessions to discuss forms of relaxation. Allow a rest period after lunch. Let students decide if they work better after resting. Have students write stories depicting accidents that might have been prevented if the character involved had not been tired. Have students read and discuss stories that point out relationships between fatigue and accidents. Use role-playing (by students) to act out work and relaxation of different professions such as secretary, executive, athlete. Have a hobby show where children display and describe hobbies.
			AB: What is sleep? How much is needed? What happens to the body during sleep? When is the body relaxed? ABC: What happens to the body when sleep is lost? ABC: What happens to the body when they stay up too late and when they get enough rest. Use pipe cleaners, cloth, buttons, etc.

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING		CONCEPT: Fitness is an aspect of health that reflects man's readiness to function effectively in his environment.	
<u>Intermediate Level</u>		Subconcept: Man's self-understanding and knowledge of various aspects of health and fitness affect his well-being.	
CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
	A	How does sleep affect digestion? Muscles? Heart? Function?	Let separate groups report on effects of sleep various parts of the body.
	BC	How does sleep affect a person emotionally? Socially?	Have students observe themselves and others and determine if posture, alertness, and actions might be changed by loss of sleep.
	A	What is good posture while sitting? Standing? Walking?	Use teaching board and pipe cleaner figures to illustrate good and poor posture.
			Have students demonstrate posture they use while reading, watching television, etc. Show correct posture for each.
	A	Posture	Have students draw themselves as they look when they work. Let them tell how they could improve their posture.
	AB	How does posture contribute to good health? Proper breathing and movement?	Use films and filmstrips or transparencies to show the spine when both good and poor posture are practiced.
	ABC	How can your posture show your feelings?	Make posture silhouettes of students. Discuss improvements needed.
			Assign a committee to compile class pictures, drawings, and original stories about posture.
	AB	How is posture improved by healthful living?	Have a student photographer take snapshots over a period of time. Study and discuss these and add to class notebook or put on a chart.
			Divide the class into groups and let them express their ideas of healthful living and what habits they need to break or form. Have a chairman from each group report their findings to the class.

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING
Intermediate Level

CONCEPT: Fitness is an aspect of health that reflects man's readiness to function effectively in his environment.

Subconcept: Man's self-understanding and knowledge of various aspects of health and fitness affect his well-being.

CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Code Physical - A Mental-Emotional - B Sociocultural - C	A ABC: How can good posture help you do more things? ABC: What role do shoes play in posture?	Ask students to watch themselves for a week to see if they use good posture for activities. Invite a shoe salesman to point out what to look for in shoes.
	A What constitutes a good diet?	Let students role-play shoe salesman and customer. Bring out points to remember in shoe selection.
Diet	A What happens to the food you eat?	Have students keep a record of what they eat at the school cafeteria for a given period. Let them analyze the menus and suggest changes for a better diet.
	A How does a person's diet affect him mentally?	Divide into groups and plan balanced menus for one week. Present these to the class for comparison.
	A What are nutrients? What foods contain each? What role do they play in body building?	Discuss where a person gets his energy. Let students find out which foods give energy and report back to class.
		Have students keep a weight record for one semester. Have them observe their own gains and losses.
		Invite the school nurse or dietician to discuss eating habits.
		Have students conduct experiments to determine which foods contain proteins, carbohydrates, fats, minerals, and vitamins.
		Let students bring favorite recipes. Select a committee to compile these into a class recipe book. Be sure all groups are included. Use student drawings to illustrate the book.

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING		CONTENT		MOTIVATING QUESTIONS		LEARNING EXPERIENCES	
		Codes		Physical - A Mental-Emotional - B Sociocultural - C			
		A		What are the basic food groups? Why is it important that each group be included in a daily diet?		Use flannelgraph to illustrate food groups. Let different pupils change pictures often.	
		A		What are calories? How are they measured? How many are needed daily? How is this figure determined?		Let students study calorie charts and keep a record of their calories for one day.	
<u>Intermediate Level</u>		THE STUDENT ACCEPTS AND IS BETTER ABLE TO COPE WITH HIS EMOTIONS AND REALIZE THAT EVERYONE EXPERIENCES STRONG EMOTIONS. THIS MAY BE MEASURED BY PARENT CONFERENCES, TEACHER OBSERVATION, AND ANECDOTAL RECORDS.					
				A	What are emotional needs? How do they affect behavior? How can these needs be met?	Invite a knowledgeable, understanding speaker to discuss emotional needs and how to deal with emotions. Have open discussion.	
				B	What are emotions? Why can't emotions be classified as good or bad? How should they be expressed?	Have students use puppets to role-play emotional situations. Use photos of children expressing various emotions. Get student reactions.	
				B	How do emotions affect digestion? General health?	Discuss displaced anger and the harm it causes. Let students lead discussion groups to react to this.	
				AB	What can you do to understand others' feelings and emotions? How can you show that you are becoming more understanding of yourself and others?	Use open-ended situation problems for students to solve. Use pairs. Let two teams debate possible solutions. Actual classroom problems could be used with a qualified person to moderate.	
				B		Allow students to act out various emotional situations and have others react to them.	
						Discuss with class psychosomatic illness and health use of emotions.	
						Let students write essays giving ways they have grown emotionally and mentally since the school year started. Have them include ways they still need to grow. Let volunteers read theirs to the class.	

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING
Intermediate Level

CONCEPT: Fitness is an aspect of health that reflects man's readiness to function effectively in his environment.
Subconcept: Man's self-understanding and knowledge of various aspects of health and fitness affect his well-being.

CONTENT	CODES	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
			<p>class. Those who do not wish to write may do some creative activity such as painting or singing.</p>
			<p>Have students use puppets to create a problem situation and offer ways to forget the problem for a while.</p>
		B What is worry? How can you keep from worrying?	<p>Let students role-play useful and useless ways of dealing with worry.</p>
			<p>Have a creative art lesson to show how art can relieve pressures and tensions.</p>
		B What is good mental health? How can you develop good mental health habits?	<p>Use buzz sessions to discuss ways to develop good mental health habits. Have each group report their conclusions to class.</p>
			<p>Let students observe traits they like in others. Have them note any of these traits that they have.</p>
		C What are some traits of a person who has good mental health habits?	<p>Have students keep a list of decisions they have to make for a week. Discuss the process used for making these decisions. See if they can generalize from this.</p>
		BC How can good mental health help problem solving?	<p>Let students list on the board common attitudes students consider important. Divide into small groups to discuss these. Then alter the list in any way necessary. Get pupils' ideas about these.</p>
			<p>AB Why is it hard for some people to make decisions? AB What are attitudes? How do they affect learning?</p>

THE STUDENT RECOGNIZES AND PRACTICES ACCEPTABLE SOCIAL BEHAVIOR AS DETERMINED BY HIS ROLE IN SOCIETY. THIS MAY BE MEASURED BY TEACHER OBSERVATION, ORAL DISCUSSIONS, ROLE-PLAYING, AND RESPONSE TO SITUATION-TYPE QUESTIONS.

**BASIC AREA: HEALTH AND FITNESS FOR
DAILY LIVING**
Intermediate Level

CONCEPT: Fitness is an aspect of health that reflects man's readiness to function effectively in his environment.

Subconcept: Man's self-understanding and knowledge of various aspects of health and fitness affect his well-being.

CONTENT	CODE	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Courtesy and consideration for others is an important aspect of total fitness.	BC;	What are manners? Why should a person try to exhibit good manners? Why do others like you better if you have good manners?	Form a homeroom club. Let students plan meetings and programs centering on social behavior. Have skits or puppet plays on social behavior.
	BC;	How are a person's feelings affected if he knows his actions are approved by those around him?	Ask students to respond to the question, "How do you feel when someone shows disapproval at something you have done?" Have students compare and contrast responses.
	C;	Why is it important to practice rules of courtesy at school? What are some rules of classroom courtesy?	Use filmstrips to point out common courtesy rules. Use the school cafeteria for students to practice good table manners.
	C;	How do good manners follow you to play? Why is it important to cooperate with others? Be a good listener?	Use homeroom club meetings to try to solve problems that may arise, such as congestion at lockers, noisy halls or restrooms. Let class offer suggestions for solutions.
	C;	What is meant by the statement, "Actions speak louder than words"?	Assign two or three students to make an illustrated chart of classroom courtesies.
	C;	Why should you not be critical of others and of things they have done?	Read stories to class that emphasize responsibility. Divide into small groups for conversations. Encourage each person to talk and to listen.
	C;	Point out the difference between destructive criticism and constructive criticism. Let students act out situations where both kinds are used.	Have students write stories of occasions when actions speak louder than words. Let students read these aloud and decide when this is right.

BASIC AREA: HEALTH AND FITNESS FOR
DAILY LIVING
Intermediate Level

CONCEPT: Fitness is an aspect of health that reflects man's readiness to function effectively in his environment.

Subconcept: Man's self-understanding and knowledge of various aspects of health and fitness affect his well-being.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
		C1 How should a courteous person act at the dining table? What can you do to improve your table manners? Courteous? To family? Visitors?	Use party situations to encourage courtesy cooperation. Encourage pupils to practice conversational courtesies at class parties.
		C2 How should you act in public places such as schools, ballparks, theater, parks, stores, restaurants, and offices?	Have students use skits or puppet plays to allow students to practice making introductions.
		C3 What makes you act the way you do? Can you change your actions? Why should you show consideration for others? How can you show consideration for others?	Let students act out situations that might occur in public places. Use "right" and "wrong" shirts.
		BC	Have students write essays on "The Way I Would Like To Be." Wait a semester and let each read his over. Note any changes that have been made in behavior. Let them do this again at the end of the year.
		C	Let a student make a picture chart of things class members had to be reminded to do in one or two days. Appoint a committee to offer suggestions of ways to fulfill duties without reminders.

VII. GROWTH AND DEVELOPMENT

CONCEPT: Growth and development are dynamic processes that continue throughout a lifetime and follow predictable patterns yet are unique for each individual.

Primary Level

Subconcept: All living things are dependent on each other and interact.

Behavioral Objectives:

- . The student identifies living things which grow and reproduce. This will be measured by oral discussion with the teacher, and by the use of clay models of cells, which are set up in the classroom.
- . The student describes the effects of environment on life processes. This will be measured by his participation in class discussions of factors affecting healthful and unhealthful environments.
- . The student relates in a desirable manner to individuals who differ physically, mentally, behaviorally, emotionally, or socially. This will be measured by teacher observation in the classroom and on the playground.
- . The student demonstrates respect for others and their values. This will be measured by role-playing sessions in which children will be given situations by the teacher and they will dramatize individual reactions.

Intermediate Level

Subconcept: Variance of growth and maturity among individuals occurs as changes take place in the body.

Behavioral Objectives:

- . The student demonstrates an understanding that growth and development occur unevenly for body parts and functions. This will be measured by a written narrative report on changes noted in body function and structure within the preceding year.

- . The student distinguishes between the various areas of growth and development. This will be measured by his participation in group discussions before the class which emphasize the outstanding characteristics of famous people.
- . The student shows evidence of self-respect and accepts its contribution to growth and development--physically, mentally, behaviorally, emotionally, and socially. This will be measured by teacher observations of behavioral evidence of the student's feelings toward himself.
- . The student shows behavioral change in a growing sense of responsibility for self and others in response to increased privileges. This will be measured by teacher observation and parent observation.

BASIC AREA: GROWTH AND DEVELOPMENT **CONCEPT:** Growth and development are dynamic processes that continue throughout a lifetime and follow predictable patterns yet are unique for each individual.

Primary Level

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
... THE STUDENT IDENTIFIES LIVING THINGS WHICH GROW AND REPRODUCE. THIS WILL BE MEASURED BY ORAL DISCUSSION WITH THE TEACHER, AND BY THE USE OF CLAY MODELS OF CELLS, WHICH ARE SET UP IN THE CLASSROOM.			
. Body functions cause changes in living things, facilitating or retarding growth and reproduction.	A	How is a baby's size described?	Students and teacher through discussion and research (students asking parents) determine their weights at birth. Compare with their current weights.
. Increase in size - Body size - Heredity - Other physical changes - Exercise	A How is growth measured?	Children tell of infants at different ages: weight, height, ability to sit, or ability to hold objects, turn over, crawl, walk.
	A Why can't physical growth be seen from day to day?	Keep a chart on the rate of growth for some pupils' baby sister or brother. Ask the mother to visit class occasionally with the baby so pupils may see the rapid growth of the infant.
	A How can one know he has grown physically?	Use pupils' cumulative records for comparisons of growth. Pupils may weigh each other at the beginning of the year and every six months thereafter and record the results on the cumulative record each time. Discuss changes.

BASIC AREA: GROWTH AND DEVELOPMENT

CONCEPT: Growth and development are dynamic processes that continue throughout a lifetime and follow predictable patterns yet are unique for each individual.

Primary Level

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
		Physical - A Mental-Emotional - B Sociocultural - C	
A		What does the wrist tell about growth? Why does one grow taller or thinner?	Student or teacher bring X rays of the wrists of a young child and of an older child. Compare the development. Use overhead projector to show picture of wrist development if X rays are not available.
A		How does a parent or grandparent affect the height, weight, and body structure of a child?	
A		How do teeth indicate growth?	Students observe permanent teeth of a classmate. Note size. Compare size with teeth not yet shed.
A		As one grows, what happens to the skin? How does a skinned knee or arm give evidence of growth?	Note any abrasions current in classroom and observe the growth of new skin.
A		What does the hair on one's head tell of growth?	Measure the size of the arm with muscles relaxed, then with muscles contracted.
A		How does the ability to ride a bicycle, skip, write, throw a ball, and catch a ball indicate growth?	
A		How does exercise contribute to growth?	
A		What can a person do to aid growth, to grow stronger, to do physical activities better?	
A		What foods really contribute to growth?	
		Utilization of food • Nutrients • Mastication • Digestion (See the Nutrition unit)	Observe a demonstration with rats, illustrating the results of a positive diet.
A		What do foods contain that aid growth? How do nutrients cause growth?	ABC: How do feelings affect appetite?
A		In what way does food affect growth?	ABC: How do attitudes and feelings affect digestion?
ABC			BC: How does one choose a meal in the lunchroom?

BASIC AREA: GROWTH AND DEVELOPMENT
Primary Level

CONCEPT: Growth and development are dynamic processes that continue throughout a lifetime and follow predictable patterns yet are unique for each individual.

Subconcept: All living things are dependent on each other and interact.

CONTENT	Code	MOTIVATING QUESTIONS	Physical - A Mental-Emotional - B Sociocultural - C	LEARNING EXPERIENCES
Growth and reproduction	A	What makes one grow the way he does?		Teacher shows pictures or overhead visuals of cells.
Metabolism	A	How do bones increase in size?		View a "speeded up" film of the development of living things.
Cell division	A	What are the "tiny building blocks" of our body named?		Observe protozoa with a microscope to study rapid growth and reproduction.
	AB	Why must cells grow?		
	AB	Can cell growth be stopped? How?		
	AB	Do cells change without growing? How?		
	A	What part do oxygen and sunlight play in growth and development?		Place one plant in sunlight and one in darkness. Have class compare the two plants over a period of time.
	A	What are emotions?		Teacher and students view pictures of people experiencing various moods and emotions. Discuss in a positive manner.
	A	Development of emotional stability		Teacher reads a story to students describing an emotional situation and encourages them to work in small groups to complete the story. <u>Emphasize</u> that there are no correct answers. Use exper. ice charis.
	A	Self-esteem		Students stage a puppet performance depicting an emotional confrontation in a make-believe situation.
	A	Security		
	A	Consistency		
	C	What social and emotional factors might influence growth and development?		
	ABC	Do you like to be with people? Why?		Teacher and students explore idioms such as "You make me sick" or "He is a pain in the neck."
	B	Why don't you care to eat when frightened or unhappy?		
	B	Why do some people make you tired?		
	B	Do you believe it is important for you to like yourself?		
	AB	What can you do to make others friendly to you?		
	B	How does one know he has developed in a task or thought?		
	B	Increase in perception		Students observe a infant when he first becomes aware of his extremities and learns to manipulate them, and report with experience chart or dictate a story about this experience.
		Observation		
		Reaction		
		Learning		

BASIC AREA: GROWTH AND DEVELOPMENT **CONCEPT:** Growth and development are dynamic processes that continue throughout a lifetime and follow predictable patterns yet are unique for each individual.

Primary Level

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
		<p>ABC: What happens when you smell something good cooking?</p> <p>AB: How do you know a particular smell means something good is cooking?</p> <p>AB: Are things always what they appear to be?</p>	<p>Students discuss the senses and their influence on learning.</p> <p>Make Molbus strips. To make a Molbus strip, use a strip of paper 1 1/2" x 10". Twist the strip once and glue the ends together. Hold a pencil in the center of the strip and pull the paper under it until the pencil mark meets the beginning point. Cut along the pencil line. Repeat the process and cut again. Are things what they seem?</p>

THE STUDENT DESCRIBES THE EFFECTS OF ENVIRONMENT ON LIFE PROCESSES. THIS WILL BE MEASURED BY HIS PARTICIPATION IN CLASS DISCUSSIONS OF FACTORS AFFECTING HEALTHFUL AND UNHEALTHFUL ENVIRONMENTS.

	A	Why must a person have water, air, and food?	Teacher reads stories about the carbon cycle of plants and animals to show how man gets oxygen. Discuss with students.
	A	What kinds of shelters or dwellings have people lived in through the ages?	Teacher reads stories to students about early settlers' search for water and food. Students discuss methods of obtaining water and food.
	A	What is climate? How do you change your behavior when weather changes?	Students take a nature walk to observe contrasting environmental conditions.
	A	What is environment? What are physical, emotional, and social environments?	Ask students to collect pictures that illustrate contrasting environmental conditions throughout the world.
	ABC	How can physical environment be controlled?	Let students keep a weather chart and describe how they feel during weather changes.
	ABC	Why does man want to control the environment?	
	ABC	What is pollution?	
	Physical		

BASIC AREA: GROWTH AND DEVELOPMENT

CONCEPT: Growth and development are dynamic processes that continue throughout a lifetime and follow predictable patterns yet are unique for each individual.

Primary Level

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
. Emotional . Social	Physical - A Mental-Emotional - B Socio-cultural - C	<p>ABC: How do different environments change behavior?</p> <p>BC: How can human relations be improved?</p> <p>ABC: How can you "make up" with a friend after a quarrel?</p> <p>B Why is it important to listen to the other (allow's viewpoint even though you don't agree with him?)</p> <p>ABC: How can people adapt to social, emotional, and physical environmental conditions?</p>	<p>Students prepare a bulletin board or scrapbook with the pictures previously collected and talk about the ways people adapt to change.</p> <p>Students arrange a show-and-tell session indicating desirable and undesirable environments, both physical and emotional, and discuss the reasons for such conditions and possible methods for their improvement.</p> <p>Students role-play tension-filled situations and follow with a discussion on alternate solutions.</p>
			<p>Teacher leads discussion on importance of testing vision, hearing, perception.</p> <p>Invite someone to visit class to tell about accomplishments of handicapped people.</p>
			<p>Teacher and children arrange an exhibit of devices used by people with disabilities, such as books for the partially sighted, hearing aids, Braille type-writers.</p>
			<p>Students make scrapbooks of various occupations and discuss abilities needed in each occupation.</p>
			<p>Students bring pictures of athletes in action. Discuss ability needed for the activity.</p>

BASIC AREA: GROWTH AND DEVELOPMENT

Primary Level

CONCEPT: Growth and development are dynamic processes that continue throughout a lifetime and follow predictable patterns yet are unique for each individual.

Subconcept: All living things are dependent on each other and interact.

CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Skeletal • Mental • Emotional	Physical - A Mental-Emotional - B Sociocultural - C	Students make a display of various types of occupational equipment.
Individual judgments • Racial • Ethnic • Economic • Social	BC: Why does one need to make judgments? BC: Why do individuals compare themselves with others? A: Who judges individual contributions?	Teacher and students discuss differences of occupations, races, beliefs. Students list on board some attributes of people they admire and discuss why they admire them.
Development of decision-making power • Aptitude • Mental capacity • Individuality • Insight • Peer approval	BC: Are all decisions of equal importance? B: How are they equal or unequal? AB: How can a person get an opportunity to contribute to decision-making? B: What would influence his decisions?	Teacher makes a bulletin board of suggested free time activities. Allow a period in which pupils choose one of the activities. Follow with discussion of reasons for individual choices.
THE STUDENT DEMONSTRATES RESPECT FOR OTHERS AND THEIR VALUES. THIS WILL BE MEASURED BY ROLE-PLAYING SESSIONS IN WHICH CHILDREN WILL BE GIVEN SITUATIONS BY TEACHER AND THEY WILL DRAMATIZE INDIVIDUAL REACTIONS.		
Individual values are dependent upon many varied influences.	AB: What are values? BC: Why does one need values? ABC: What is the source of one's values? BC: Are the values of friends as important as one's own? C: Why? Why not? C: Who or what influences one most in making a decision?	Present fictitious open-ended situations which require one to make a difficult decision based on convictions and values. Ask students to complete the stories. Show a motion picture depicting advice being offered young people. Discuss.
People's influence on one's values	B: Do you feel it is always best for you to tell the truth? B: When you promise to do something must you do it?	Pupils list and discuss values they believe most important in a fellow worker, a classmate, a friend.
Parents • Friends • Teachers • Other adults		

BASIC AREA: GROWTH AND DEVELOPMENT

Primary Level

CONCEPT: Growth and development are dynamic processes that continue throughout a lifetime and follow predictable patterns yet are unique for each individual.

Subconcept: All living things are dependent on each other and interact.

CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
<ul style="list-style-type: none"> • Changing values with individual changes <ul style="list-style-type: none"> BC: Why do values change? BC: Is it good that values change? Why or why not? BC: Why do value conflicts bring about quarrels? • Physiological • Sociological • Cultural • Religious • Economic 	<p>Physical—A Mental-Emotional—B Sociocultural—C</p>	<p>Create situations of conflicting values and let students role-play.</p> <p>Make comparisons of values at ages six and eight.</p> <p>List new values acquired since entering school.</p> <p>Show film on development of values.</p>

BASIC AREA: GROWTH AND DEVELOPMENT

CONCEPT: Growth and development are dynamic processes that continue throughout a lifetime and follow predictable patterns yet are unique for each individual.

Intermediate Level

Subconcept: Variance of growth and maturity among individuals occurs as changes take place in the body.

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Code	Physical—A Mental-Emotional—B Sociocultural—C		
<p align="center">THE STUDENT DEMONSTRATES AN UNDERSTANDING THAT GROWTH AND DEVELOPMENT OCCUR UNEVENLY FOR BODY PARTS AND FUNCTIONS. THIS WILL BE MEASURED BY A WRITTEN NARRATIVE REPORT ON CHANGES NOTED IN BODY FUNCTION AND STRUCTURE WITHIN THE PRECEDING YEAR.</p>				
• Each person has his own pattern for growth and development.				
• Differences in growth rate	A	Why are some boys and girls larger than others at the same age? How do boys and girls differ at the same age? Why?		Students collect pictures of children in the same age groups showing variation in sizes. Make bulletin board display.
• Inherited capacities	A	Are brothers and sisters much like fathers and/or mothers in body size?		Students bring family pictures showing individual differences within a family and discuss their own family differences.
	B	What are the advantages and disadvantages of being tall or short?		Students make graphs comparing the body structure of classmates.
	AB	What are the advantages and disadvantages of a "stocky" build?		Students make a personal graph, showing changes in their own body structures from age six to the present.
	A	How does the food you eat affect your growth?		
	A	How does exercise affect growth?		
	A	Why is rest essential to growth?		
	A	Which endocrine gland controls growth?		List the endocrine glands. Students prepare reports on functions of glands and hyper and hypo activity of glands. Follow with discussion of Addison's disease, cretinism, diabetes, goiter, etc.
	AB	How do endocrine glands control body functions?		
	A	What are hormones?		
	A	How is the body influenced by the endocrine glands?		
	A	Which endocrine gland controls metabolism?		
	A	Which endocrine gland aids one during emotional stress?		
• Regulation of body functions by glands	A			
• Growth	AB			
• Utilization of food	A			
• Responses	A			

BASIC AREA: GROWTH AND DEVELOPMENT

CONCEPT: Growth and development are dynamic processes that continue throughout a lifetime and follow predictable patterns yet are unique for each individual.

Intermediate Level

Subconcept: Variance of growth and maturity among individuals occurs as changes take place in the body.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
<ul style="list-style-type: none"> • Influence of socio-cultural conditions on emotional development <ul style="list-style-type: none"> • Home • School • Classroom • Church • Neighborhood • Recreation • Responsibilities 	BC AB ABC B ABC BC	<ul style="list-style-type: none"> • What is an extrovert? An introvert? • How does the body respond in times of stress? • What is a psychosomatic disorder? • How do boys and girls show anger? Fear? Love? • Other emotions? • How does emotional, social, and physical environment affect behavior? • What are some of the appropriate and inappropriate ways to show fear, anger, love, and other emotions? 	Students role-play several different situations showing--before and after--tension-frustrated moments. Select a panel to discuss pros and cons of behavior.
<ul style="list-style-type: none"> • Individuals have varying abilities, interests, attitudes, and reactions. 	AB AB AB AB B B B B B B ABC	<ul style="list-style-type: none"> • Effect of abilities on self-esteem <ul style="list-style-type: none"> • Physical • Mental • Social • Emotional • Interests and abilities <ul style="list-style-type: none"> • Vocational • Avocational 	Students report on famous people from similar backgrounds who have different professions and make a comparative analysis of their abilities. Have students list their individual abilities and interests; then ask them to analyze the stimuli which led to a specific interest or ability. Students participate in show-and-tell session on leisure-time activities. Students interview adults to find out if childhood interests led to their vocations.
			120

BASIC AREA: GROWTH AND DEVELOPMENT

CONCEPT: Growth and development are dynamic processes that continue throughout a lifetime and follow predictable patterns yet are unique for each individual.

Intermediate Level

Subconcept: Variance of growth and maturity among individuals occurs as changes take place in the body.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
<ul style="list-style-type: none"> • Recreational • Sexual 	B	Why are various social functions important for adolescents?	Students list kinds of activities boys and girls of this age may enjoy together.
<ul style="list-style-type: none"> • Attitudes and acceptance by others • Humility • Kindness • Compassion • Empathy • Honesty • Courage 	BC	Why does a person like his friends? (Note to teacher: Use sociogram.)	Students discuss the way one shows friendship toward another.
<ul style="list-style-type: none"> • Reactions to others • Verbal • Physical • Constructive criticism • Destructive criticism • Condemnation 	ABC	<p>How do we make friends with other people? What is a friend? Do the same people one enjoys always like him in return? Why do friendships change?</p> <p>What does a pupil do if a classmate makes him angry? What does a classmate do if one tells an untruth about him?</p> <p>What changes in the family cause arguments?</p> <p>How does one take criticism from others, such as a member of his family?</p> <p>Is all criticism bad? Good? Why?</p> <p>When does criticism make one angry? Why?</p>	<p>Students choose a casual acquaintance outside of school and attempt to establish a friendship.</p> <p>Students rate themselves on being able to get along with each other. Rate for variety of reasons.</p> <p>Teacher reads an appropriate open-ended story. Students complete it in writing. Discuss in class why they chose their method of solving the problem.</p> <p>Groups of students role-play tense or difficult situations; then class discusses the manner in which the situations were resolved. Emphasize constructive criticism.</p>
			<p>THE STUDENT SHOWS EVIDENCE OF SELF-RESPECT AND ACCEPTS ITS CONTRIBUTION TO GROWTH AND DEVELOPMENT--PHYSICALLY, MENTALLY, BEHAVIORALLY, EMOTIONALLY, AND SOCIALLY. THIS WILL BE MEASURED BY TEACHER OBSERVATIONS OF BEHAVIORAL EVIDENCE OF THE STUDENT'S FEELINGS TOWARD HIMSELF.</p> <ul style="list-style-type: none"> • Respect for one's self and self-acceptance contribute to growth and development. • Abilities and shortcomings in adjustment to life situations
			<p>AB What are talents? B How does one discover his talents? B What may one dislike about himself? BC Do people have shortcomings? What are they?</p> <p>Students list and analyze the factors they feel contribute to self-respect.</p>

BASIC AREA: GROWTH AND DEVELOPMENT

CONCEPT: Growth and development are dynamic processes that continue throughout a lifetime and follow predictable patterns yet are unique for each individual.

Intermediate Level

Subconcept: Variance of growth and maturity among individuals occurs as changes take place in the body.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
<ul style="list-style-type: none"> • Reasoning • Skills • Creativity • Comprehension • Self-control • Leadership • An individual and his future • Potentials • Limitations • Dedication • Convictions 		<p>ABC: What can be done about these shortcomings?</p> <p>ABC: What is the difference between limitations and shortcomings?</p> <p>B: How can another help in evaluating one's abilities?</p> <p>B: Why do people like a person who displays self-respect?</p> <p>B: What is the difference between self-esteem and conceit?</p> <p>B: Do students who make high grades become the most successful in life? Why? Why not?</p> <p>ABC: How do the criteria for success differ with the individual?</p> <p>B: Why is it important to recognize one's limitations?</p> <p>B: Is it necessary to be like others in your group? Why? Why not?</p> <p>B: When and why can one be disappointed to the extent that he does not care to eat?</p> <p>ABC: What are some reasons or feelings which keep one from sleeping at night?</p> <p>ABC: How do you react when something good happens to another?</p> <p>ABC: How do love and affection influence infant behavior? (Note to teacher: See studies on stress).</p>	<p>Students list and analyze the factors they feel contribute to respect from others.</p> <p>Students describe their feelings when they accomplish a task successfully and when they have been unsuccessful.</p> <p>Students report on famous people who adjusted to life situations.</p> <p>Students discuss convictions and conformity.</p> <p>Students outline the steps that will help in controlling behavior.</p>
<ul style="list-style-type: none"> • Feelings of inadequacy • Sensitivities • Happiness • Love 		<p>ABC: How do you react when something good happens to another?</p> <p>ABC: How do love and affection influence infant behavior? (Note to teacher: See studies on stress).</p>	<p>Students dramatize response to accomplishment. Evaluate the messages conveyed.</p>
		<p>BC: What is a responsibility?</p>	<p>Teacher and students organize a project in which each child assumes a responsibility for the total project. Discuss the importance of commitment. (Students complete a statement such as "Commitment is _____.) Compare responses.</p>

THE STUDENT SHOWS BEHAVIORAL CHANGE IN A GROWING SENSE OF RESPONSIBILITY FOR SELF AND OTHERS IN RESPONSE TO INCREASED PRIVILEGES. THIS WILL BE MEASURED BY TEACHER OBSERVATION AND PARENT OBSERVATION.

- Privileges demand responsibilities on the part of the individual.

BASIC AREA: GROWTH AND DEVELOPMENT

CONCEPT: Growth and development are dynamic processes that continue throughout a lifetime and follow predictable patterns yet are unique for each individual.

Intermediate Level

CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
<ul style="list-style-type: none"> Earned Privileges <ul style="list-style-type: none"> Competency Knowledge Attitude Privileges under varying conditions <ul style="list-style-type: none"> Age Sex Experiences Family placement Responsibility through decision-making <ul style="list-style-type: none"> Obligations Commitments Decision-making <ul style="list-style-type: none"> Loyalties Choices Friends Parents Authorities 	<p>B What is the difference between a privilege and a right? BC How do people get their privileges?</p> <p>A What privileges do boys and girls have? AB Do other members of a family have different privileges? Why? Why not?</p> <p>B What type of decisions do boys and girls make? A C Who tells one he may make decisions?</p> <p>B On what basis does one establish loyalties? C Who influences your choices? ABC How do you choose your friends? AC What roles do parents play in choices?</p> <p>B What factors contribute to conflicts in decision-making? BC Who tells one he may make decisions?</p> <p>B In what ways are people happy with their decisions? B How does one learn by mistakes? B How does one learn by successes?</p> <p>B Individual acceptance of results of decisions • Favorable • Conflicting</p>	<p>Students list privileges they enjoy. Use film or filmstrips on responsibility.</p> <p>Students list privileges other family members enjoy and explain reasons for differences.</p> <p>Students relate instances in which prior obligations or commitments caused them to forego a pleasurable activity. Discuss.</p> <p>Use a film showing a student making a decision regarding his parents' advice.</p> <p>Students list areas in which they make major decisions.</p> <p>Students select some decision-making areas for discussion and judge consequences and values derived from these.</p> <p>Students discuss decisions that have helped them learn new views.</p>

BASIC AREA: GROWTH AND DEVELOPMENT

CONCEPT: Growth and development are dynamic processes that continue throughout a lifetime and follow predictable patterns yet are unique for each individual.

Intermediate Level

Subconcept: Variance of growth and maturity among individuals occurs as changes take place in the body.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
<ul style="list-style-type: none">• Outgrowth of decision-making• Maturity• Respect• Faith• Trust• Values	<ul style="list-style-type: none">BBBBBB	<ul style="list-style-type: none">What does one gain by assuming responsibility?How does one gain maturity, respect, faith, trust, and values through decision-making?What is essential to sound decision-making?	<p>Role-play a difficult situation in which a student makes an unwise decision. A panel of students discusses the factors influencing his decision.</p> <p>Students give extemporaneous speeches on how decision-making influences either maturity, respect, faith, trust, or values.</p>

VIII. SEX EDUCATION FOR FAMILY LIVING

CONCEPT: Human sexuality originates within the family and continues to be influenced by familial and other life experiences from conception to death.

Primary Level

Subconcept: Each person has a unique role and responsibility in the family unit.

Behavioral Objectives:

- . The student accepts the family as the basic unit of life. This will be measured by his drawings depicting each family member performing duties.
- . The student assumes personal responsibility in his family unit. This will be measured by voluntary listing of duties a child might perform in the family unit.
- . The student contributes to his family's well-being and happiness. This will be measured by oral or written reports relating ways in which he has participated in family functions or service.
- . The student discovers that all living things come from other living things. This will be measured by pictorial tests matching the young with the parent types of a species, or by written tests.
- . The student demonstrates knowledge of body parts and functions. This will be measured by teacher observation.

Intermediate Level

Subconcept: Biological and associated emotional changes influence the acceptance of masculinity and femininity in society.

Behavioral Objectives:

- . The student understands the role of living cells in the creation of life. This will be measured by written tests.

- The student recognizes that organic changes affect human relationships. This will be measured by the use of panel discussions on ways individuals change at adolescence and why the change.
- The student accepts masculinity or femininity as a responsibility in human relationships. This will be measured by teacher observations and personal discussions with students.
- The student seeks reliable sources of information pertaining to sex and sexuality. This will be indicated by his records of free-choice reading and a listing of reliable, resource people.

BASIC AREA: SEX EDUCATION FOR FAMILY LIVING

CONCEPT: Human sexuality originates within the family and continues to be influenced by familial and other life experiences from conception to death.

Primary Level

Subconcept: Each person has a unique role and responsibility in the family unit.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
THE STUDENT ACCEPTS THE FAMILY AS THE BASIC UNIT OF LIFE. THIS WILL BE MEASURED BY HIS DRAWINGS DEPICTING EACH FAMILY MEMBER PERFORMING DUTIES.			
• A family is considered any group who share a common domicile, including two parents, one parent, institutional, and others.	A C	What is a family? What are the various kinds of families?	Teacher introduces pictures of various types of families: one parent, two parents, institutional, ethnic, large, small.
• Duties and obligations of family members • Adults • Children	A C	What may a child in the family unit contribute? What duties can a child perform? How can the family as a whole contribute to the community?	Students and teacher create dances, compose songs and poems related to special celebrations in the family.
• Dwelling of families	A	Where do families live? Why do they live in different places? How do homes differ?	Students paint or draw pictures of homes they have seen or lived in.
• Criteria for a home	BC	What makes a home?	Students report on events that they feel make their dwelling a home.
	BC		Students make a home center or playhouse. Encourage dramatic play in which family life situations are re-created spontaneously.
			Class shares experiences of various locales where students have lived.
			Transient (mobile)

BASIC AREA **SEX EDUCATION FOR FAMILY LIVING** **CONCEPT:** Human sexuality originates within the family and continues to be influenced by familial and other life experiences from conception to death.

Primary Level **Subconcept:** Each person has a unique role and responsibility in the family unit.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
• Established families - Both parents - Siblings	C	How do brothers and sisters affect one's role in the family?	Students assist teacher in discussing the events which may cause changes in family structure.
• New arrivals	ABC	What changes occur when a new baby arrives in the family? BC: What is the baby's role in the family?	Ask students who have experienced changes in family structure to tell about adjustments required.
• Atypical families - One parent - No parent	BC	What problems are unique to one-parent families? ABC: How are family roles fulfilled in a family with no parents?	ABC: When is a grandparent a member of the family unit? ABC: Does one's role in the family change when a grand-parent moves in? ABC: How does the grandparent have a responsible part in the family?
• Relatives, friends, and other family	ABC	ABC: What responsibilities are encountered when there is a person with special needs, or a chronic or degenerative disease in the family?	ABC: What ways to make life more pleasant for ill, handicapped, older and/or foster members of the family.
			Students discuss how they show affection for various members of the family.

THE STUDENT ASSUMES PERSONAL RESPONSIBILITY IN HIS FAMILY UNIT. THIS WILL BE MEASURED BY VOLUNTARY LISTING OF DUTIES A CHILD MIGHT PERFORM IN THE FAMILY UNIT.

- One's role includes the part one fulfills in the family, how he acts,

BASIC AREA: SEX EDUCATION FOR FAMILY LIVING

CONCEPT: Human sexuality originates within the family and continues to be influenced by familial and other life experiences from conception to death.

Primary Level

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
performs, and functions within the unit.			Students draw pictures showing where members of family work.
- Providing for the family	A C	Who provides for the family? ABC Why is it necessary to have more than one person to make a family?	Students role-play family members going to work and coming home from work.
	A	What are some of the tasks a father may do that help other members of the family?	Students explain or perform a household task of mothers and fathers.
- Keeping the family happy	B	Why are mothers often called "housewives" instead of "homemakers"?	
- Reciprocal benefits in a family			Students tell why they help at home.
- Cooperation	ABC	How does a child's help make a happier family? A C What responsibilities could a child be expected to assume?	Students keep checklists of duties performed by them in a family unit to be verified by parents.
	B	How would fulfilling one's responsibilities contribute to membership in the family?	Teacher and students read and discuss stories related to helping family members.
- Consideration	BC	What part does consideration for others have in the family unit?	Students role-play in structured situations, demonstrating consideration for others, good manners, assumption of responsibilities.
- Behavior	ABC	What effects do actions of each member have on a family unit? What about the "good manners" bit?	Students tell of visits with relatives and how they react.

BASIC AREA: SEX EDUCATION FOR FAMILY LIVING

CONCEPT: Human sexuality originates within the family and continues to be influenced by familial and other life experiences from conception to death.

Primary Level

CONTENT	CODE	MOTIVATING QUESTIONS Physical - A Mental-Emotional - B Sociocultural - C	LEARNING EXPERIENCES
• Feelings	BC AB	How do one's feelings influence his role as a family member? In what manner can feelings affect actions? In what manner can actions affect feelings?	Students dramatize a situation in which one's feelings were hurt by another's actions. Reverse the situation and dramatize.
			THE STUDENT CONTRIBUTES TO HIS FAMILY'S WELL-BEING AND HAPPINESS. THIS WILL BE MEASURED BY ORAL OR WRITTEN REPORTS RELATING WAYS IN WHICH HE HAS PARTICIPATED IN FAMILY FUNCTIONS OR SERVICE.
			<ul style="list-style-type: none"> • The family unit represents the oneness of each member of the family--his goals, his joys, and sorrows, and genuine desire for the good of others.
130			<ul style="list-style-type: none"> • Necessary personal goals • Interests
		ABC: Why is it important to have goals? BC: Why do we do things other members of the family enjoy? B: How do interests and hobbies help you reach your goals?	Students describe their goals. Students hold a "bring and brag" session on interests or hobbies.
		ABC: What influence does the community have on personal goals? BC: How do personal goals affect the family? BC: How do family goals affect the individual?	Students describe persons in their neighborhood whom they admire.
		ABC: Why do family members agree or disagree? BC: Why would one like to have everyone agree with him? Why not?	Students discuss some of the conflicts or problems children have had in their homes with members of the family and how these difficulties were resolved.
		BC: Teacher and students discuss tact, constructive criticism, empathy, and conflict resolution.	Teacher and students discuss tact, constructive criticism, empathy, and conflict resolution.

BASIC AREA: SEX EDUCATION FOR FAMILY LIVING **CONCEPT:** Human sexuality originates within the family and continues to be influenced by familial and other life experiences from conception to death.

Primary Level

Subconcept: Each person has a unique role and responsibility in the family unit.

CONTENT	Code	MOTIVATING QUESTIONS	Physical—A Mental-Emotional—B Sociocultural—C	LEARNING EXPERIENCES
<ul style="list-style-type: none"> • Shared ideas and thoughts for family benefit • Goals • Happiness • Sorrows 	BC	<p>How does communication between family members help solve conflicts or problems?</p> <p>C How do different cultures affect family roles?</p> <p>ABC How does age affect the sharing of ideas in a home?</p> <p>ABC How is being a family member like being a member of a team?</p> <p>B Why does one want to share his joys and sorrows?</p> <p>B Why does one enjoy approval?</p> <p>BC How can love be shown?</p>		<p>Students role-play customs during parents' adolescence and compare with present behavior and adolescent patterns.</p> <p>Students tell why they do or do not enjoy certain things, happenings, events, etc.</p> <p>Students role-play a happy experience they shared in the family.</p> <p>Students construct a scrapbook of the good, positive, and enjoyable events experienced by the family during the past month.</p>
<ul style="list-style-type: none"> • All life reproduces its own kind. • Life from life 	A	<p>What is life?</p> <p>A What is the origin of life? What is the origin of cells?</p>		<p>Students view cells through a microscope, overhead projector, bioscope, movie or filmstrip.</p>
<ul style="list-style-type: none"> • Plants • Seeds • Spores 	A	<p>A How are young plants created?</p> <p>A Why do plants need to grow from seeds?</p> <p>A Why is it necessary for spores to develop into plants?</p>		<p>Observe pollen and plant ovum through microscope, overhead projector, bioscope, movie or filmstrip.</p> <p>Students plant beans and watch them grow.</p> <p>A student grows mold on bread at school. Class observe spores with magnifying glass.</p>
				<p>131</p>

THE STUDENT DISCOVERS THAT ALL LIVING THINGS COME FROM OTHER LIVING THINGS. THIS WILL BE MEASURED BY PICTORIAL TESTS MATCHING THE YOUNG WITH THE PARENT TYPES OF A SPECIES, OR BY WRITTEN TESTS.

BASIC AREA: SEX EDUCATION FOR FAMILY LIVING **CONCEPT:** Human sexuality originates within the family and continues to be influenced by familial and other life experiences from conception to death.

Primary Level

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
		Physical -A Mental-Emotional -B Sociocultural -C	Students sing songs and perform dances related to plant growth; e.g. "Oats, Peas, Beans and Barley Grow."
• Animals	A	What forms of life reproduce by budding, branching, and cell division?	Use filmstrips or microscopic slides to demonstrate budding, branching, and cell division.
• Budding • Branching • Cell Division	A	Why do animal babies grow up to look much like the parents? How do babies resemble adults?	Hatch chickens in the room. Let children care for the incubating eggs.
• New life from cells of father and mother	A	What plans does a mother make before a baby is born?	Teacher reads stories about baby and hospital.
• Planning for progeny	A	What is essential for a baby to grow and develop before birth? Why must an expectant mother exercise regularly?	Use films and filmstrips. Students tell how someone they know prepared for a new baby.
• Parents' provisions for a child's needs • Physical	B ABC	Does a baby need more than being cared for by feeding, bathing, and dressing? Why or why not? What doesn't it need?	Students relate stories of ways they have helped care for a baby.
• Emotional	B	Why does a person love a baby?	Students bring pictures from home showing love in families.
• Growth and maturity	AB	How is life nourished?	Students trace life cycle of a frog by actual observation of metamorphosis, films, or transparencies.

BASIC AREA:	SEX EDUCATION FOR FAMILY LIVING
-------------	---------------------------------

CONCEPT: Human sexuality originates within the family and continue to be influenced by familial and other life experiences from conception to death.

Subconcept: Each person has a unique role and responsibility in the family unit.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
A	Physical – A Mental-Emotional – B Sociocultural – C	<p>As a living thing matures, what function does it perform?</p> <p>What is death?</p>	<p>Students raise puppies.</p> <p>Teacher shows films on growth and development.</p> <p>Students match pictures of young and parent. Take advantage of student interest and life situations to discuss the meaning of death.</p>
THE STUDENT DEMONSTRATES KNOWLEDGE OF BODY PARTS AND FUNCTIONS.			
		<p>AB : Why is it important to use correct names for body parts?</p> <p>AB : Do the body parts function without one's knowing it? Why? How?</p> <p>AB : Why can't one see all the body parts?</p>	<p>Students indicate body parts on a chart.</p> <p>Teacher uses overhead projector and reviews names and functions of body parts.</p> <p>Teacher uses proper terms for bathroom, restroom, and toilet for elimination of waste materials from the body.</p>
		<p>A : How are boys and girls different? How are they similar?</p> <p>BC : When does behavior begin to reveal these differences?</p>	<p>Students discuss how boys and girls are alike yet different.</p> <p>Students bring in pictures of boys and girls and show similarities and differences.</p>
		<p>A : Which body parts are different in boys and girls? Why? What are their functions?</p>	<p>Discuss vocabulary and function of body parts, such as penis, testes, scrotum, vagina, ovaries, breasts.</p>
		<p>A : Do boys have well-defined responsibilities? If so, what are they?</p>	<p>Teacher and students list duties of males and females in their community as compared to similar roles among people in other countries.</p>

BASIC AREA:	SEX EDUCATION FOR FAMILY LIVING	CONCEPT: Human sexuality originates within the family and continues to be influenced by familial and other life experiences from conception to death.
Intermediate Level		Subconcept: Biological and associated emotional changes influence the acceptance of masculinity and femininity in society.
CONTENT	Code	MOTIVATING QUESTIONS
		Physical - A Mental-Emotional - B Sociocultural - C
THE STUDENT UNDERSTANDS THE ROLE OF LIVING CELLS IN THE CREATION OF LIFE. THIS WILL BE MEASURED BY WRITTEN TESTS.		
<ul style="list-style-type: none"> • Cells from human bodies unite to produce life. • Fertilization • Female--ovum • Male--sperm 	<p>A</p> <p>A</p> <p>A</p> <p>A</p>	<p>Why must a father and mother both provide a cell for a new life?</p> <p>What is an ovum?</p> <p>What is a sperm?</p> <p>How does heredity affect the individual?</p> <p>How is the female body suited to the growth and development of the new life?</p> <p>In what way are sex cells different from other body cells?</p> <p>What does the baby need for growth before birth?</p>
		LEARNING EXPERIENCES
		Teacher shows films on human growth and reproduction.
		Students read texts on growth and reproduction.
		Students discuss why the father and mother chose to bring life into the world.
		Teacher and students discuss reproduction by fertilization.
		Teacher shows an appropriate filmstrip on reproduction.
		Have students bring baby pictures to class and see if other class members can identify them.
		Have students draw pictures of themselves.
		Teacher shows charts on gestation and has children explain how they believe babies grow inside the mother.
		Teacher discusses mitosis and meiosis.
		Students read and discuss books on embryonic development.
		Teacher and students compare gestation periods of animals by using chromosome and gestation charts illustrating differences in animals.

BASIC AREA: SEX EDUCATION FOR FAMILY LIVING

CONCEPT: Human sexuality originates within the family and continues to be influenced by familial and other life experiences from conception to death.

Intermediate Level

Subconcept: Biological and associated emotional changes influence the acceptance of masculinity and femininity in society.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
<ul style="list-style-type: none"> • Determination of traits and characteristics by chromosomes and genes • Physical characteristics determined before birth <ul style="list-style-type: none"> - Color of hair - Color of eyes - Body build - Facial features - Sex • Personality traits 	A A A A A A A A A A A AB	<ul style="list-style-type: none"> • What determines human traits and characteristics? • What are chromosomes? • What is the function of genes? • How many chromosomes are found in the human reproductive cells? • Can mothers and fathers control chromosomes and genes? Why? • What are the differences in reproductive cells of other genera? • Why do some people have blue eyes while others have brown, grey, or green eyes? • How does heredity affect the individual? • Why do children frequently display temperaments similar to their parents? • Inherited characteristics of bodily functions • Skeletal changes at puberty 	<p>Students observe differences they see in classmates and record such characteristics as color of eyes and hair, body build.</p> <p>Students prepare individual family trees and attempt to establish which members they resemble, or they may compare family pictures.</p> <p>Students volunteer to do independent study on defects of genetic origin, such as hemophilia, cretonism, and mongolism.</p> <p>Students compare pictures or display pictures depicting inherited characteristics.</p> <p>Teacher reviews with students proper names of body parts and functions. Emphasize importance of using proper terminology.</p>
		<ul style="list-style-type: none"> • Mammary glands • Testes • Penis • Overall maturation 	<p>Why do boys and girls have a similar physical framework of foreheads?</p> <p>Why do parents and children often have the same organic strengths and weaknesses?</p>

BASIC AREA: SEX EDUCATION FOR FAMILY LIVING

Intermediate Level

CONCEPT: Human sexuality originates within the family and continues to be influenced by familial and other life experiences from conception to death.

Subconcept: Biological and associated emotional changes influence the acceptance of masculinity and femininity in society.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
THE STUDENT RECOGNIZES THAT ORGANIC CHANGES AFFECT HUMAN RELATIONSHIPS. THIS WILL BE MEASURED BY THE USE OF PANEL DISCUSSIONS ON WAYS INDIVIDUALS CHANGE AT ADOLESCENCE AND WHY THE CHANGE.			
• Specific glands produce hormones in the pre-adolescent period that influence physical and emotional development.	AB	What part do endocrine glands perform in body functions? What are hormones? How are hormones carried throughout the body? What effects do hormones have on physical and emotional development?	Teacher and students discuss the role of the endocrine systems in influencing body functions. Students describe unusual feats performed under stress.
• Differences in rate of change	A	What changes can be anticipated in body development during the first two or three years of adolescence? What differences appear between male and female structure and behavior?	Make graphical charts showing differences in physical and psychological development in boys and girls ages nine through sixteen.
• Pituitary • Thyroid • Testes • Ovaries • Adrenalin gland	ABC	Which glands become active at puberty in girls and boys? A Why are some children larger than others although they are the same age? A Why do boys and girls change physically at different times? ABC How does one react to fear? Threats? Sudden good news? • Emotional danger	Class discussion of how individual members have changed in the past year. Have students list changes noted. Each student will write a paragraph on self-concept. Using a stand-up mirror, students write a paragraph on "What Do You See There?"

BASIC AREA: SEX EDUCATION FOR FAMILY LIVING

CONCEPT: Human sexuality originates within the family and continues to be influenced by family and other life experiences from conception to death.

Intermediate Level

Subconcept: Biological and associated emotional changes influence the acceptance of masculinity and femininity in society.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
		Physical - A Mental-Emotional - B Sociocultural - C	
• Changes in the male and female reproductive systems	BC	When prompted by emotions, do people ever do or say things which are later regretted? What is maturity? What is puberty?	Students develop a collage of self by collecting or drawing pictures portraying individual life style.
• Onset of menarche	AB	How does the beginning of menstruation indicate a girl is becoming a woman? What starts menstruation?	Students write anonymous short stories of emotional acts which were regretted.
• Seminal emissions	A	What are nocturnal emissions?	Students read books on human sexuality in family living.
	A	How are mammary glands affected by female hormones?	View a film on growing up and accompanying changes in sex characteristics.
• Glandular changes	AB	What changes in a boy indicate he is approaching manhood? What changes in a girl indicate she is approaching womanhood?	Explain and discuss menstruation, nocturnal emissions, puberty, and maturation.
	AB	How do you react to compliments? Why do people blush?	Students explain how they know they are maturing.
	AB	Body hair Voice Skin eruptions Body shape Self-consciousness	Utilize films for discussion of body changes brought on by glandular changes.
	AB		Several pupils prepare and give reports on body changes.

THE STUDENT ACCEPTS MASCULINITY OR FEMININITY AS A RESPONSIBILITY IN HUMAN RELATIONSHIPS. THIS WILL BE MEASURED BY TEACHER OBSERVATIONS AND PERSONAL DISCUSSIONS WITH STUDENTS.

- Masculinity and femininity carry responsibilities in human relationships.
- ABC: What responsibilities must boys assume?
- ABC: What responsibilities must girls assume?

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
<ul style="list-style-type: none"> • Interests in the opposite sex • Conditions • Timing 	BC BC B ABC	<p>What are interpersonal relationships?</p> <p>How does one's relationship with his family shape his life?</p> <p>What is the difference between like and love?</p> <p>What does love mean?</p> <p>How is the classroom a laboratory for living and working together?</p>	<p>Let students discuss why their interests have been changing.</p> <p>Class discusses the statement: At this age most girls are more interested in boys than boys are interested in girls.</p>
<ul style="list-style-type: none"> • Varying friendships and activities • Recreation • Tasks • Hobbies • Entertainment 	ABC ABC ABC ABC	<p>How can one find ways to be friends with adults and children new to the neighborhood?</p> <p>What do boys and girls look for in choosing friends of the opposite sex?</p>	<p>Students tell why they choose different friends for different activities.</p> <p>Have reports on relationships observed on the playground.</p>
<ul style="list-style-type: none"> • Desirable attitudes • Courtesy • Kindness • Empathy • Gentility 	ABC BC BC BC B	<p>What are some of the privileges of boys and girls?</p> <p>How are manners and courtesy both masculine and feminine traits?</p> <p>Why do boys and girls want to be accepted?</p> <p>How does one feel when excluded by a school group?</p> <p>What kinds of emotions are natural?</p> <p>How do we handle unpleasant feelings?</p> <p>How do we cope with emotions, especially feelings of love, anger, aggression, etc.?</p>	<p>Students write out inner conflicts they have felt recently, if any.</p> <p>Discuss sensitivity, hurt feelings. Ask for recommendations for handling such situations.</p> <p>Discuss mood changes with the class.</p>
<ul style="list-style-type: none"> • Adjustments to masculine and feminine traits 	ABC ABC BC	<p>What does it mean to be female?</p> <p>What does it mean to be male?</p> <p>How does one know what is masculine or feminine?</p>	<p>Students debate: Personality can be more powerful than physical attractiveness.</p> <p>Make a study of children's literature that shows positive feminine and masculine behavior in matrix of story.</p>

BASIC AREA: SEX EDUCATION FOR FAMILY LIVING

CONCEPT: Human sexuality originates within the family and continues to be influenced by familial and other life experiences from conception to death.

Intermediate Level

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
		ABC: What does it mean to be human? ABC: What determines acceptable conduct, dress, attitudes, relationships?	Discuss stereotyped roles in our society. Dramatize situations showing positive and negative behavior.
Importance of grooming and body cleanliness	AB	How does body cleanliness aid in our relationship?	Discuss how posture, mannerisms, or facial expression can affect others. Show films and filmstrips on grooming and personal cleanliness.
	BC	What are various forms of human attractiveness?	Students write a play contrasting desirable grooming practices versus poor grooming practices. (Stress cleanliness, posture, and neatness.)
THE STUDENT SEEKS RELIABLE SOURCES OF INFORMATION PERTAINING TO SEX AND SEXUALITY. THIS WILL BE INDICATED BY HIS RECORDS OF FREE-CHOICE READING AND A LISTING OF RELIABLE RESOURCE PEOPLE.			
• The home, the church and the school can provide the information promoting wholesome attitudes relating to human sexuality.	B	Why are some personal problems difficult to solve alone?	Students discuss people who have been helpful in solution of personal problems.
	B	Why does one seek others to help with his problems?	Dramatize a situation in which a child goes to some source to discuss a problem.
	A	Where does a young person seek answers to questions relating to his own maturity?	
	BC	Should one accept and believe information received from peers as authoritative and correct? Why or why not?	
	B	Why should one seek experienced people to help him gain correct information?	Dramatize a boy and a girl trying to talk with a parent about body changes or a personal problem.
	B	Does talking things over with parents or other trusted adults relieve anger, fear, worry, and help solve problems? Why or why not?	Discuss problems noted.

BASIC AREA: SEX EDUCATION FOR FAMILY LIVING

CONCEPT: Human sexuality originates within the family and continues to be influenced by familial and other life experiences from conception to death.

Intermediate Level

Subconcept: Biological and associated emotional changes influence the acceptance of masculinity and femininity in society.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Physical—A Mental-Emotional—B Sociocultural—C			
	AB	Why do boys and girls want privacy? Where and when do boys and girls want privacy? How does one show respect for the privacy of others?	Student committee prepares rules for respect and privacy in the home for all members of the family Discuss with class.
The clergy	B	With what types of problems should one seek the help of clergy? Who are some of the people or institutions in a community who can help?	Interview in class a minister, priest, or rabbi on how a religious organization can help a student with information on a problem.
	ABC	Where else can boys and girls find someone who listens and understands their problems?	School counselor illustrates to the class how he is willing to help. Discuss the role of a teacher as accepting all ideas, thoughts, and problems as important.
	AB	Teachers, counselors, other adult relatives and friends	

IX. THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND OTHER DRUGS

CONCEPT: The use and effects of mood and behavior modifying substances result from a complexity of factors.

Primary Level

Subconcept: Individual awareness of the types and effects of mood and behavior modifying substances is necessary to wise use of these substances.

Behavioral Objectives:

- The student demonstrates his familiarity with simple drugs and chemicals by describing some of the more common ones. This will be measured by teacher observation, forms of oral presentations, and self-reporting.
- The student demonstrates his familiarity with the proper use of common drugs and medicines found in the home by identifying these substances and describing their legitimate uses. This will be measured by some form of oral presentation, self-reporting, and parent conferences.
- The student recognizes the proper use of chemicals and drugs found in the home and demonstrates his awareness of the dangers associated with the abuse and misuse of these substances. This will be measured by role-playing activities, self-reporting, and parent conferences.
- The student identifies differences between nonalcoholic beverages he uses in everyday living and alcoholic beverages. This will be measured by oral reporting, written reporting, and self-reporting.
- The student recognizes that many people use tobacco and evaluates the hazards associated with its use. This will be measured by teacher observation and self-reporting.

Intermediate Level

Subconcept: The wide variety of mood and behavior modifiers and their effects imply certain human needs and necessary controls of these substances.

Behavioral Objectives:

- The student identifies the different types of mood and behavior modifying substances. This will be measured by teacher-made tests, and recognition-type activities.
- The student demonstrates his understanding of the effects of mood and behavior modifying substances by comparing their different effects on individuals. This will be measured by demonstration-type activities, student self-reporting, teacher-made tests, and self-evaluation techniques.
- The student demonstrates an awareness of the significance of mood and behavior modifying substances by analyzing the many different reasons for using and abusing these substances. This will be measured by teacher observation of group discussions, teacher-made tests, and by role-playing and dramatic activities.
- The student recognizes the need for controls in the use of mood and behavior modifying substances by evaluating the different types of controls and their application. This will be measured by teacher observation, forms of self-reporting, dramatic activities, and teacher-made tests.

BASIC AREA: THE USE AND ABUSE OF TOBACCO,
ALCOHOL AND OTHER DRUGS

CONCEPT: The use and abuse of mood and behavior modifying substances result from a complexity of factors.

Primary Level

Subconcept: Individual awareness of the types and effects of mood and behavior modifying substances is necessary to wise use of these substances.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
: THE STUDENT DEMONSTRATES HIS FAMILIARITY WITH SIMPLE DRUGS AND CHEMICALS BY DESCRIBING SOME OF THE MORE COMMON ONES. THIS WILL BE MEASURED BY TEACHER OBSERVATION, FORMS OF ORAL PRESENTATIONS, AND SELF-REPORTING. Many commonly used substances may affect an individual's moods and behavior.	: Physical—A Mental/Emotional—B Sociocultural—C	<p>ABC: What are drugs? What are medicines? ABC: What, if any, is the difference between drugs and medicines? AB: How does the use of drugs and medicines change the way one feels and acts? AB: Why does one take medicines when he is sick? AB: How do they make one feel? A: What are shots? Are they medicines? Why? Why not? ABC: Why does an individual take shots, tranquilizers, inhalants?</p> <p>ABC: What are some commonly used nonmedicinal substances? A: What are some uses for these substances? ABC: Where can one find these substances?</p> <p>143 C1 C2</p>	<p>As a motivating activity, review with the students the importance of good health and good health practices as a context for the study of drugs and chemicals. Emphasize the importance of good mental health. (This is reinforced in the units on Growth and Development and Health and Fitness.)</p> <p>Ask each student to name at least one substance he believes to be a drug. Have him tell the circumstances under which it was used.</p> <p>Have the class collect pictures from magazines and newspapers of drugs and medicines and display them on the class bulletin board.</p> <p>Let class discuss "All medicines are drugs."</p> <p>Ask students to share their experiences with medicines they took and what the medicines did for them.</p> <p>Have the class make posters identifying substances such as gasoline, glue, and paint.</p> <p>Show a film or filmstrip on glue sniffing.</p> <p>Have a class discussion and question session to determine common uses of nonmedicinal substances.</p>

BASIC AREA: THE USE AND ABUSE OF TOBACCO,
ALCOHOL AND OTHER DRUGS

CONCEPT: The use and abuse of mood and behavior modifying substances result from a complexity of factors.

Primary Level

Subconcept: Individual awareness of the types and effects of mood and behavior modifying substances is necessary to wise use of these substances.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
			<p>Ask the class to collect pictures of situations demonstrating the use of nonmedicinal substances and where they might be found. Display the pictures on a bulletin board or make a scrapbook.</p>
			<p>THE STUDENT DEMONSTRATES HIS FAMILIARITY WITH THE PROPER USE OF COMMON DRUGS AND MEDICINES FOUND IN THE HOME BY IDENTIFYING THESE SUBSTANCES AND DESCRIBING THEIR LEGITIMATE USES. THIS WILL BE MEASURED BY SOME FORM OF ORAL PRESENTATION, SELF-REPORTING, AND PARENT CONFERENCES.</p> <p>Many mood and behavior modifiers are commonly used in the home.</p> <p>Drugs and medicines</p> <p>ABC: What are some drugs and medicines one can find in his home?</p> <p>ABC: Where are they kept? Why ABC: Why do different individuals have different amounts and types of these substances in their homes? ABC: What is a medicine chest? ABC: Should all families have one? Why? AB: What is its purpose? AB: Where should the medicine chest be located in the home? Why?</p>

<u>Primary Level</u>	<u>MOTIVATING QUESTIONS</u>	<u>LEARNING EXPERIENCES</u>
	Physical—A Mental-Emotional—R Sociocultural—C	Have each student prepare, with the help of a parent, a list of medicines found in his medicine chest. If desirable, discuss with the class the different uses of these substances. (Note to teacher: Again parental understanding of your intent is necessary.)
	AB What kinds of medicines are found in the medicine chest?	Have the teacher bring empty prescription bottles with labels on them. Discuss information on the labels and why these labels are necessary.
	ABC What are some of the different kinds of labels on substances found in the medicine chest?	Have the class discuss the work of the pharmacist.
	ABC What are prescription drugs? Who prescribes them? Where are they obtained? Who should take them?	Have the class write original stories, or report orally about their trips to drug stores and why they went.
	ABC What are nonprescription medicines? Where can they be obtained?	Let the students name and discuss some of the common nonprescription drugs they have used, and why they used them.
	AB Why should all medicines be kept in the medicine chest? ABC Who should be able to take these substances from the medicine chest?	In an open discussion, have the students discuss why qualified adults should give them medicines in the medicine chest.
	ABC What are some of the safety rules which an individual should remember about substances in the medicine chest? ABC Why should there be rules of this type?	In an oral discussion, have the students draw up a list of rules on the proper handling of substances in the medicine chest. Discuss these with the class. Have the class act out some of these rules of safety in using the medicine chest.
	ABC What types of nonmedicinal drugs and chemical substances can be found in the home?	Have the class visit a grocery store to identify nonmedicinal drugs and chemical substances used for cleaning the home.
	Nonmedicinal chemicals	

BASIC AREA: THE USE AND ABUSE OF TOBACCO, CONCEPT: The use and abuse of mood and behavior modifying substances result from a complexity of factors.

Primary Level

Subconcept: Individual awareness of the types and effects of mood and behavior modifying substances is necessary to wise use of these substances.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Physical - A Mental-Emotional - B Sociocultural - C		<p>ABC Where are these substances normally kept? What are they used for? How are they stored? What types of containers do they come in? Why?</p> <p>ABC Why should there be any rules governing the location, storage, and use of these substances?</p> <p>ABC What symbols are placed on labels indicating danger?</p>	<p>Have the pupils make an inventory of such substances found in the homes. Discuss the use of these substances.</p> <p>After the master list has been prepared, have each student ask his parents where these are stored in their home and what they are used for.</p> <p>Ask the class to formulate a list of rules to govern the use and storage of these substances in the home.</p> <p>Ask the students to put these rules to music, some tune familiar to them.</p>
146		<ul style="list-style-type: none"> • Mood and behavior modifiers have important uses in maintaining good health. • Use of medicinal substances <ul style="list-style-type: none"> • To cure illness • To relieve pain • To prevent disease • To relieve discomfort 	<p>Ask the school nurse to explain how medicines might help prevent disease.</p> <p>From a prepared listing of various immunizations available, have students find out from parents which immunizations they have received. Let them prepare their own charts, recording their immunizations.</p> <p>Have the class discuss some of the ways immunizations are given. Have students tell which ones they have used.</p> <p>A What does medicine do to germs?</p>
150			

BASIC AREA: THE USE AND ABUSE OF TOBACCO, CONCEPT: The use and abuse of mood and behavior modifying substances result from a complexity of factors.

Primary Level

Subconcept: Individual awareness of the types and effects of mood and behavior modifying substances is necessary to wise use of these substances.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
AB	Physical - A Mental-Emotional - B Sociocultural - C	How does medicine help you get well? What medicines do members of your family take to stop pain?	Assign stories about germs and medicines for the students to read. Discuss these stories with the class.
ABC		What chemicals does your family use to wash clothes, to kill insects? How do these substances contribute to good health?	Ask students to study labels on substances found under the kitchen sink. Find examples of these labels in newspapers and magazines and bring them to class for displaying on bulletin board. Discuss how these various substances are used. (Note: Parental assistance should be secured here.)
• Use of nonmedicinal chemical substances			
ABC			
• Medicines can be harmful if they are not used properly.			
• Misuse			
ABC		Is it safe for a person to take any kind of drug or medicine at any time? Why or why not?	Ask several students to create stories about how they think they can misuse medicines. Ask others to create stories on the correct ways to use medicines. Ask volunteers to report back to the class by reading their stories.
ABC		Why shouldn't one take a medicine prescribed for someone else?	
ABC		What can happen if an individual doesn't follow directions on the label on the medicine bottle?	Have students use role-playing to determine good and bad practices in using medicines.
ABC		Why should one never accept substances from strangers?	Ask the school nurse to explain to the students why they should never use medicines unless they are prescribed for them. Ask her to emphasize the possible dangers of misuse.

BASIC AREA: THE USE AND ABUSE OF TOBACCO,
ALCOHOL AND OTHER DRUGS

CONCEPT: The use and abuse of mood and behavior modifying substances result from a complexity of factors.

Primary Level

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
• Overuse	ABC	How can glue, gasoline, and insect sprays be harmful to a person?	Have students develop a list of safety rules covering the use of medicines.
	ABC	Will taking more medicine than is prescribed speed up an individual's recovery? Why? Why not?	The teacher should bring labels to class from bottles or some other drug containers. Discuss the labels, showing the precautions to be taken in using that substance.
	ABC	How often should a person take medicine?	
	ABC	What are some of the possible effects of taking too much medicine or not enough?	
THE STUDENT IDENTIFIES DIFFERENCES BETWEEN NONALCOHOLIC BEVERAGES HE USES IN EVERYDAY LIVING AND ALCOHOLIC BEVERAGES. THIS WILL BE MEASURED BY ORAL REPORTING, WRITTEN REPORTING, AND SELF-REPORTING.			
• Beverages containing drugs are commonly used by individuals.	ABC	What are some other common substances found in the home besides medicines and drugs that can change the feelings or actions of a person that uses them?	In a question-answer session, to create interest, ask the students to compile a list of substances that are not medicines or drugs. Discuss how they might be used.
	ABC	Why do people drink nonalcoholic beverages?	Have each student make a list of the beverages he drinks during a normal day, indicating when and why he drinks each one. Have each one read his list to the class.
	A	What food value do these beverages have?	Ask a home economics teacher to explain to the class the food values of these substances, and why they are used.
	AB	What effects do these beverages have on an individual?	Have the class discuss the statement, "Children are better off drinking milk than tea, coffee, or colas." Why?
	AB	How do these beverages make you feel?	
	ABC	What are some of the very common alcoholic beverages one hears about frequently?	Ask the students to collect pictures of beverages they think contain alcohol and mount some on a bulletin board. Discuss them with the class.
		• Alcoholic beverages	

Primary Level		CONTENT		MOTIVATING QUESTIONS	LEARNING EXPERIENCES
		Code	Physical – A Mental-Emotional – B Sociocultural – C		
BASIC AREA: THE USE AND ABUSE OF TOBACCO, CONCEPT: The use and abuse of mood and behavior modifying substances result from a complexity of factors.	Subconcept: Individual awareness of the types and effects of mood and behavior modifying substances is necessary to wise use of these substances.				
• Other substances containing alcohol • Medicines • Antiseptics • Rubbing compounds • Food flavoring • Antifreeze • Hair spray • Mouth wash	A ABC ABC ABC ABC ABC ABC ABC	What is alcohol? What are some of the different types of alcohol? How are different types of alcohol used?	Discuss with the class what alcohol is and what the different types of alcohol are. Emphasize the uses of these substances and allow for questions and discussion. Have students discuss common household substances containing alcohol.	Have the teacher bring labels from bottles containing alcoholic beverages and other substances containing alcohol. Discuss these labels, showing how they protect the users. Compare the different types of labels.	In two bottles place a small amount of rubbing alcohol and some of a nonalcoholic beverage. Blindfold each student and let him smell each bottle. Let each one write which he thinks is alcohol. Discuss results, telling why each one guessed as he did.
• Differences between alcoholic and non-alcoholic substances	A ABC A	How does alcohol in beverages differ from that in other alcoholic substances? Why can't all alcoholic liquids be drunk? Which ones cannot? Why? How can you tell? What are some of the differences between alcoholic and nonalcoholic beverages? What are the chief differences in the make-up of alcoholic and nonalcoholic substances?	ABC ABC ABC ABC ABC	THE STUDENT RECOGNIZES THAT MANY PEOPLE USE TOBACCO AND EVALUATES THE HAZARDS ASSOCIATED WITH ITS USE. THIS WILL BE MEASURED BY TEACHER OBSERVATION AND SELF-REPORTING.	Have your students ask their parents, adult friends, and others why they smoke or why they don't. Compile a list of reasons people <u>do</u> and <u>don't</u> smoke.
• Although the use of tobacco is accepted and practiced by many	ABC	Why do people smoke? What is a habit? Why is smoking a habit?			

THE STUDENT RECOGNIZES THAT MANY PEOPLE USE TOBACCO AND EVIL WILL BE MEASURED BY TEACHER OBSERVATION AND SELF-REPORTING

ABC: Why do people smoke?
What is a habit?
Why is smoking a habit?

Have your students ask their parents, adult friends, and others why they smoke or why they don't. Compile a list of reasons people do and don't smoke.

Primary Level	CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
			Physical - A Mental-Emotional - B Sociocultural - C	
people, it is hazardous to their health.	<ul style="list-style-type: none"> • Substances used <ul style="list-style-type: none"> - Cigars - Cigarettes - Pipes - Snuff - Chewing tobacco 	<p>ABC: Why do some people choose not to smoke?</p> <p>ABC: What is tobacco?</p> <p>C: Where is it grown?</p> <p>ABC: In what forms is tobacco used?</p>	<p>Make an overhead visual of a tobacco plant or secure prepared slides and show them to the class. Discuss how and where the tobacco leaf is prepared for use.</p> <p>Have students collect pictures of the different ways tobacco is used. Mount labels and display the pictures.</p> <p>Have the class collect wrappers from different substances used in smoking. Check the labels to see if they indicate the warnings against use by minors.</p>	<p>Let students read and discuss booklets on hazards of smoking. Have them list and discuss some of the harmful effects on health. Show appropriate film on harmful effects.</p> <p>Have the class collect labels from empty packages of cigarettes. Discuss what the labels say and their significance.</p> <p>Have the students discuss reasons people should not smoke. Discuss why they should not smoke.</p> <p>Teacher uses a mechanical "smoking man" to show collection of tar from smoking. Have the class write or dictate some original stories about this demonstration.</p>
• Hazardous effects		<p>ABC: Why do you think people should <u>not</u> smoke? its harmful effects?</p> <p>BC: Why do some people start to smoke when they know its harmful effects?</p> <p>BC: Have any of your friends asked you to smoke? What did you do? Why?</p> <p>ABC: Why do smoking ads never show children, only adults? Can smoking help children in any way? Why or why not? Can it help adults? Why? Why not?</p> <p>BC: Is there a specific group of people who do not smoke? Why?</p>		

<u>BASIC AREA:</u>	<u>THE USE AND ABUSE OF TOBACCO, ALCOHOL AND OTHER DRUGS</u>	<u>CONCEPT:</u>	The use and effects of mood and behavior modifying substances result from a complexity of factors.
<u>Intermediate Level</u>		<u>Subconcept:</u>	The wide variety of mood and behavior modifiers and their effects imply certain human needs and necessary controls of these substances.
<u>CONTENT</u>	<u>MOTIVATING QUESTIONS</u>	<u>LEARNING EXPERIENCES</u>	
	<u>Physical - A Mental-Emotional - B Sociocultural - C</u>		
<ul style="list-style-type: none"> The use of tobacco can be harmful to the health. Forms of tobacco in use 	<p>ABC: What are the most popular forms of tobacco in use today? A: How do they differ?</p> <p>ABC: Where did tobacco originate? Who were some of the early originators of tobacco?</p> <p>ABC: What were some of the original uses of tobacco among the early users?</p> <p>• Tobacco in history</p> <p>• The effects of the use of tobacco</p> <ul style="list-style-type: none"> Smoking 	<p>As a motivator, have a teacher-made pre-test on smoking to see how much the students know.</p> <p>Collect samples of packages and labels of each of the different forms of tobacco and create a display.</p> <p>Conduct a demonstration with a smoking machine using cigars and cigarettes, to illustrate differences in ingredients. Let students build their own smoking machines if possible.</p> <p>Use a pipe cleaner and wipe the inside of a freshly used pipe stem. Discuss results with class.</p> <p>Assign a research project to the class on the history of tobacco in this country.</p> <p>Show a film on the history of tobacco and discuss the film with the class.</p> <p>Conduct a demonstration using the smoking machine. Place a fish in the water flask of the machine and watch what happens to it when smoke begins to get into the flask. Describe the action. (Be sure to revive the fish with fresh water as soon as he acts peculiarly.)</p> <p>Divide the class into four groups. Have each group write to one recognized source (see bibliography) for information about the effects of smoking. Have each group read the material and discuss the effects</p>	<p>15 101</p> <p>AB: How does smoking affect one's appetite? His breath? B: Does smoking "calm the nerves"? How?</p>

BASIC AREA: THE USE AND ABUSE OF TOBACCO, CONCEPT: The use and effects of mood and behavior modifying substances ALCOHOL AND OTHER DRUGS

Intermediate Level

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
		<p>ABC: What are some of the diseases related to smoking? ABC: How do the effects of smoking compare in adults and young people? ABC: How do the effects of steady cigarette, cigar and pipe smoking compare to the incidence of disease and other difficulties related to smoking? Why?</p> <p>ABC: How are persons informed of the possible effects of smoking?</p>	<p>Show film on the effects of smoking.</p> <p>Make several transparencies of graphs showing the relationship between smoking and certain diseases and smoking and life expectancy, showing age, sex, and other similar comparisons. Use the opaque projector to present information on these relationships.</p> <p>Have students research antismoking messages sent out through the various media. Report back to class.</p>
		<p>ABC: What are some of the special groups of people to whom cigarette advertising is directed, such as women, young people, and men?</p>	<p>Divide class into four groups. Group A should collect magazine advertisements of cigarettes and mount them. Study how the smoke is enticed by highlighting the slogan used, etc. Group B might draw a figure of the human body and locate diseases associated with smoking. Group C would collect and mount newspaper articles about smoking, and group D would compile a list of undesirable results of smoking. Invite parents and others to see the exhibit.</p>
		<p>AB: Chewing tobacco : Snuff ABC: Are they similar to or different from the effects of smoking? How? Why?</p> <p>• Reasons for using tobacco</p>	<p>Assign two students oral reports, after research, on snuff and chewing tobacco. Discuss their effects and compare them with smoking.</p>

BASIC AREA: THE USE AND ABUSE OF TOBACCO CONCEPT: The use and effects of mood and behavior modifying substances result from a complexity of factors.

Intermediate Level

Subconcept: The wide variety of mood and behavior modifiers and their effects imply certain human needs and necessary controls of these substances.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
• Alleged benefits		Physical—A Mental-Emotional—B Sociocultural—C	Let students conduct a panel discussion on the "effects of smoking" involving students who play the role of a doctor, a coach, a parent, and a science teacher. Have each participant research his role by interviewing that person. Allow for a period of class participation and discussion.
	ABC	What evidence is there that smoking promotes physical health? Does smoking influence growth? How?	Have each student interview at least five smokers, asking the following questions: • Does smoking help you mentally and emotionally? • Does smoking help you socially? Compile the answers and show on a chart.
	A		
	BC	In what ways does smoking promote social and mental health? Does smoking make one less nervous? Why? Why not?	
	B	Can one think better after smoking? Why or why not?	
	C	Can a smoker make friends easier? Why or why not? Is it necessary to smoke to be one of the gang? Why or why not?	
	ABC	What are some common reasons given by persons to begin smoking? A What physical benefits can one hope to get? Loss of weight? Cut down appetite?	If a student has a parent who smokes, ask him why he started to smoke, how old he was when he started, and whether he ever quit. If he quit, why did he start again? In the absence of a parent smoker, any adult smoker will do. Compile the answers to the questions and discuss with the class the fallacies in their reasoning. (Care should be taken not to embarrass a child because a parent smokes.)
	B	How does curiosity make one start to smoke? Advertising?	
	C	What influence does the parents' smoking have on the child? C What influence does one's friends have on his starting to smoke?	
	ABC	What is the meaning of "the smoking habit"? ABC How easy is it to break the smoking habit?	Discuss with the class the question, "What is a habit?" Include in the discussion ways habits are broken and why it is difficult to do so. Ask a long-time smoker who has quit to talk to the class about his smoking habit and how he broke it. Provide time for student questions and discussion.

**BASIC AREA: THE USE AND ABUSE OF TOBACCO,
ALCOHOL AND OTHER DRUGS**

CONCEPT: The use and effects of mood and behavior modifying substances result from a complexity of factors.

Intermediate Level

Subconcept: The wide variety of mood and behavior modifiers and their effects imply certain human needs and necessary controls of these substances.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
• Cost of the smoking habit	C	What does it cost to maintain the smoking habit? What are some of the things the money spent on smoking could buy? What is the purpose of the warnings on the cigarette machines?	In a mathematics lesson, ask the students to figure out the cost to a person who smokes one pack of cigarettes per day, two packs, etc. Also figure the cost of cigars, etc. Compute these costs on a daily, weekly, monthly, and yearly basis. Make a chart to show these expenditures.
	ABC	What are some of the various methods of smoking? What are the advantages or disadvantages of pipes, cigars, cigarettes?	Have each student compile a list of things a person could buy from money he would save if he stopped smoking half a pack of cigarettes a day.
	ABC	Alcohol may be useful or damaging to the health. Different types of alcohol • Beverage	Divide the class into four groups and give each group this question to discuss: "To smoke or not to smoke." Have each group discuss both sides of the question and list arguments on both sides. Then, have each student write a theme on what decision he might make and why he decided as he did.
	A	What type of alcohol is found in beverages? What are some of the different types of beverages containing alcohol?	Ask a resource person to discuss beverage alcohol with the students. Provide time for questions and answers.
	AB	What are some examples of each? What is the difference between distilled and nondistilled beverages? What are some examples of each?	Ask the students to collect pictures of different types of alcoholic beverages. Discuss the labels. Assign a committee research on the alcoholic content of the different alcoholic beverages and how they differ in other ways. Report back to the class.

BASIC AREA: THE USE AND ABUSE OF TOBACCO,
ALCOHOL AND OTHER DRUGS

CONCEPT: The use and effects of mood and behavior modifying substances result from a complexity of factors.

Intermediate Level

Subconcept: The wide variety of mood and behavior modifiers and their effects imply certain human needs and necessary controls of these substances.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
• Nonbeverage	ABC	What is the difference between the alcohol used in beverages and that used in medicines? In antiseptics?	Ask a resource person to discuss the alcohol in antiseptics and rubbing alcohol, showing how it is different from beverage alcohol.
	AB	What are some of the medicines that contain this type of alcohol?	Collect empty bottles of rubbing alcohol, antifreeze containers, shaving lotion bottles, etc. Display these and discuss the labels. What do they say? What ingredients do they list?
	ABC	What are some other household substances that contain alcohol?	
• Different effects from the use of alcoholic substances			Divide the class into teams and have each group work on the project, "How alcohol affects the body." Instruct them to consider appetite, weight gain or loss, brain activity, depression or stimulation, circulation. Have each group report to the class.
• Beverage	ABC	What are some of the effects of beverage alcohol on an individual's coordination and judgment?	Have a panel discussion on the subject, "The Effects of Alcohol." Assign the following aspects (1) alcohol as a food; (2) its effect on the nervous system; (3) its effect on judgment and thought; (4) its effects on coordination. Have the class then discuss the problem in everyday living.
	AB	How is beverage alcohol related to brain damage?	
	BC	Do people who drink enjoy it? Why?	
	ABC	Why aren't all people affected the same way by beverage alcohol? Why can a large person drink more than a small one?	
	B	How does a person's mental and emotional state influence how alcohol affects him?	
	ABC	How does the effect of nonbeverage alcohol on the body differ from that of beverage alcohol? Why?	Discuss with the class the question, "Why can beverage alcohol be drunk and why shouldn't non-beverage alcohol be drunk?"
• Nonbeverage alcohol	ABC	What are some possible effects if this substance is drunk?	
	ABC	What does the label on bottles containing nonbeverage alcohol suggest as to its effects?	Let the students examine closely the labels from bottles containing nonbeverage alcohol. What do they say? What effect on the body does this suggest?
	ABC	What does "external use only" mean?	

BASIC AREA: THE USE AND ABUSE OF TOBACCO,
ALCOHOL AND OTHER DRUGS

CONCEPT: The use and effects of mood and behavior modifying substances
result from a complexity of factors.

Intermediate Level

Subconcept: The wide variety of mood and behavior modifiers and their effects imply certain human needs and necessary controls of these substances.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
• Different uses of alcoholic substances • Beverage alcohol	ABC	How widespread is the use of beverage alcohol in America? A What does "drinking for kicks" mean? B What effect does television advertising have on the desire or curiosity to drink? C What effect does one's family background have on his use of alcohol? C What type of social situations influence one to drink?	Ask a committee to research statistical studies on the prevalence of the use of alcohol. Have them make a chart to show these statistics to the class--age of users, sex of users, and other facts. Discuss these findings. Have the students make their own personal survey on why adults drink or do not drink. Show a film on effects of beverage alcohol.
• Nonbeverage alcohol	ABC	AB How does drinking provide relaxation? ABC What are some of the common uses of nonbeverage alcohol?	Ask a pharmacist to describe a number of substances he sells that contain alcohol. Have him tell the class what they are used for.
• Results of misuse and abuse of alcoholic substances	ABC	ABC Is "moderate" drinking harmful to an individual? Why? Why not? ABC In the individual	Have the students conduct a survey of adults who drink "moderately" and on occasion to determine: (1) Why they drink. (2) How did they get started? (3) Do they believe drinking helps them, and if so, how? Report findings back to class. Have class read about alcohol abuse and find out how drunkenness, alcoholism, and drinking are different. Discuss the results of the research with the class.
	ABC	ABC What would be considered an abuse of alcoholic substances? What is alcoholism? How does it differ from drunkenness? Why can't some people stop drinking?	

BASIC AREA: THE USE AND ABUSE OF TOBACCO, CONCEPT: The use and effects of mood and behavior modifying substances ALCOHOL AND OTHER DRUGS

Intermediate Level

Subconcept: The wide variety of mood and behavior modifiers and their effects imply certain human needs and necessary controls of these substances.

CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Code	Physical—A Mental-Emotional—B Sociocultural—C	
ABC	What are some of the possible effects of excessive drinking on the individual himself?	Discuss with the class the effects of "problem drinking" on the behavior of a person. Together with this, show a film on the effects of excessive drinking on one's behavior.
ABC	What does it take to be able to use alcoholic beverages properly? Do children have these characteristics? Why? Why not?	Ask a member of Alcoholics Anonymous to speak to the class. Let the students set the stage and the tone for this presentation as far as possible.
ABC	How might excessive drinking affect a family? How might it affect the community in which one lives?	Have students write a theme on either of the following: • How can drinking alcoholic beverages affect children? • Why do some parents serve alcoholic beverages to their children but others do not?
ABC	On others	Have a panel discussion involving a parent, a minister, a city official, and a businessman on the effects of excessive drinking. Allow for class participation.
ABC		Ask the students to cut out pictures and newspaper articles involving events where excessive drinking was involved. Use opaque projector. Discuss with class.
ABC	Who uses drugs? Why? Drugs in history • Religious celebrations • Health	Review with the class the meaning of the word drug. Then have the class discuss the statement, "Everyone is a drug user."

BASIC AREA : THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND OTHER DRUGS

CONCEPT: The use and effects of mood and behavior modifying substances result from a complexity of factors.

Intermediate Level

Subconcept: The wide variety of mood and behavior modifiers and their effects imply certain human needs and necessary controls of these substances.

CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Code	Physical—A Mental-Emotional—B Sociocultural—C	
	<p>ABC: What were some of the earliest forms of drugs used by man? For what were they used?</p>	<p>Ask several members of the class to research the history of drug use and report their findings back to the class.</p> <p>Ask each student to find out from his parents if he has used any drugs handed down from his grandparents. What were they? What were they used for? Were they effective? Report these to the class.</p>
	<p>ABC: What are some other uses of drugs in history?</p>	<p>Discuss with the class incidents in history where medicines played a significant part, and characters in literature who were users of drugs. Discuss why these substances were used.</p>
	<p>A How can drugs and medicines prevent disease?</p>	<p>Show a film on the different forms of immunization. Ask the nurse to discuss the film with the class.</p>
	<p>A How are drugs and medicines used to treat diseases and other conditions?</p>	<p>Have the class look up words like <u>antibiotics</u>, <u>vitamins</u>, <u>sulfa drugs</u>. Have them discuss the purposes for which they are administered.</p>
	<p>AB What substances are used to stop pain and suffering? How are they used?</p>	<p>Ask a pharmacist to show different substances to the class which are used to kill pain. Have each class member review TV commercials he has seen which advertise substances that relieve pain. Compile a list of these substances.</p>
	<p>ABC: What are some other reasons for using drugs and medicines?</p>	<p>Show a film or filmstrips on antibiotics and vaccines. Emphasize the effects of these substances.</p>
	<p>AB Can any have harmful effects? How?</p>	

BASIC AREA: THE USE AND ABUSE OF TOBACCO, CONCEPT: The use and effects of mood and behavior modifying substances ALCOHOL AND OTHER DRUGS

Intermediate Level

CONTENT	MOTIVATING QUESTIONS	Physical - A Mental-Emotional - B Sociocultural - C	LEARNING EXPERIENCES
		<p>ABC: Why are labels placed on containers containing medicines and drugs?</p> <p>C: Who says that labels have to be on containers?</p> <p>C: Who enforces this regulation?</p> <p>ABC: What information do labels contain?</p>	<p>Subconcept: The wide variety of mood and behavior modifiers and their effects imply certain human needs and necessary controls of these substances.</p> <p>Discuss with the class some of the reasons for labels on bottles such as protection and information for the user.</p> <p>Examine labels from different bottles to see what information is included. Compile a list of the items included.</p>
		<p>ABC: Why should labels be read carefully?</p> <p>A: Why should a person use only medicine prescribed for him?</p> <p>ABC: What is a stimulant?</p> <p>ABC: How do stimulants affect the body?</p> <p>ABC: What are some common stimulants?</p> <p>A: What drug is found in these common stimulants?</p> <p>A: What other ingredients are found in these substances?</p> <p>A: Are these substances foods? Why not?</p>	<p>Divide the class into small groups and ask each group to formulate a list of safety rules in the use of drugs and medicines. Compare the lists and compile a master list.</p> <p>Have the students bring pictures of common substances they know of that are stimulants.</p> <p>Discuss with the class why coffee, tea, and cola drinks are classified as drugs.</p> <p>Have the students research the contents of coffee, tea, and cola drinks. Discuss these findings with the class.</p>
		<p>Stimulants • Coffee • Tea • Cola drinks • Amphetamines</p>	<p>Send a committee of pupils to interview the high school chemistry teacher and ask about the drugs and other ingredients of these beverages. Report back to class.</p> <p>Interview athletes to see what they use as stimulants</p> <p>A: How are coffee, tea, and amphetamines similar? How are they different?</p> <p>BC: Do you see any difference between smoking, drinking tea, and using speed? If so, what are the differences?</p>

**BASIC AREA: THE USE AND ABUSE OF TOBACCO, CONCEPT: The use and effects of mood and behavior modifying substances
ALCOHOL AND OTHER DRUGS**

Intermediate Level

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
		<ul style="list-style-type: none"> A : What are pep pills? Diet pills? AB : How can they be identified? ABC : What are some of the slang terms used to identify these substances? A : Where do these substances come from? 	<ul style="list-style-type: none"> Have a local law enforcement official prepare and present a display of the many forms of drugs used by man. Ask him to identify these substances, using the technical and slang terms and point out the recognizable characteristics of each substance.
. Depressants		<ul style="list-style-type: none"> ABC : What is a depressant? A : What are the names of some of these types of substances? 	<ul style="list-style-type: none"> Ask a resource person to explain the effects of stimulants and depressants and how they differ. Provide for questions from the students.
Alcohol		<ul style="list-style-type: none"> ABC : What are some of the effects of alcohol? ABC : What medicines contain alcohol? ABC : What is the difference between a trip and a high? ABC : What is alcoholism? 	<ul style="list-style-type: none"> Have students investigate the differences between methyl, ethel, and isopropyl alcohol. Compare the alcoholic content of syrups and tonics and other liquid medicines.
Barbiturates		<ul style="list-style-type: none"> A : What are sleeping pills and tranquilizers? ABC : What are some of the slang terms used to identify depressants? 	<ul style="list-style-type: none"> Have students make a list of all slang terms they can think of about names of drugs of these types. Discuss their meanings.
Tranquilizers		<ul style="list-style-type: none"> A : What is a narcotic? ABC : What are some of the common substances of this type? AB : How can these substances be identified? 	<ul style="list-style-type: none"> Using the laboratory method of small-group interaction, have students discuss the pros and cons of the widespread use of tranquilizers in our society.
Narcotics		<ul style="list-style-type: none"> ABC : What are some of the common substances of this type? AB : How can these substances be identified? 	<ul style="list-style-type: none"> Have students write to pharmaceutical companies to collect materials, charts, posters on different types of depressants.

BASIC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL AND OTHER DRUGS

CONCEPT: The use and effects of mood and behavior modifying substances result from a complexity of factors.

Intermediate Level

Subconcept: The wide variety of mood and behavior modifiers and their effects imply certain human needs and necessary controls of these substances.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Physical –A Mental-Emotional –B Sociocultural –C			
		ABC: How do narcotics affect a person? A What are the names of some of these substances? How are depressants used to treat people?	Assign a committee to interview a pharmacist. Ask him to explain what effects narcotic substances should have on a person. Report this back to the class.
		A What is heroin? ABC: What does it come from? Where can it be secured? ABC: Is heroin used for medicinal purposes? Why or why not?	Assign another committee to interview a physician as to why he prescribes narcotics. Ask the committee to report this back to the class.
		ABC: What is an hallucinogen? ABC: What are some substances of this type? ABC: Do doctors prescribe them? Why? Why not? ABC: What are some of the effects of hallucinogens on a person? B What are hallucinations? What is a "trip"? What is the difference between a chemical and a medicine?	Assign individual research projects on some of the hallucinogens. Have each student report his findings back to the class orally.
		• Hallucinogens • LSD • DMT • Peyote • Psilocybin	Show a film on the effects of LSD and other hallucinogens. Have a class discussion after the showing with questions by the students.
		A What are psilocybin, peyote, LSD? ABC: Where do they come from?	By means of transparencies, show class sources of some of hallucinogens. Be sure to point out identifying characteristics.
		ABC: What are some of the slang names used to identify these substances?	Have the students compile a list of slang terms used for hallucinogens. Have them match these names with the correct names.
		ABC: What are some of the slang names used to identify these substances?	

BASIC AREA: THE USE AND ABUSE OF TOBACCO,
ALCOHOL AND OTHER DRUGS

CONCEPT: The use and effects of mood and behavior modifying substances
result from a complexity of factors.

Intermediate Level

Subconcept: The wide variety of mood and behavior modifiers and their effects imply certain human needs and necessary controls of these substances.

CONTENT	CODE	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Marijuana	A	<p>What is marijuana?</p> <p>C What are the medical uses of marijuana?</p> <p>C What is the difference between "pot" and "hash"?</p> <p>ABC How can normally safe and useful drugs be unsafe and dangerous?</p> <p>ABC What is drug abuse?</p> <p>ABC What is the difference between drug abuse and drug experimentation?</p> <p>A Why is the fact that drugs are often easy to get a real cause of abuse?</p> <p>B Can drugs be used as an escape from reality?</p> <p>How?</p> <p>C What is the effect of social pressure on drug abuse?</p>	<p>Have students discuss why marijuana is called grass.</p> <p>Have students discuss what authorities say we do and do not know about the effects of marijuana.</p> <p>Ask each student to write a definition of drug abuse. Have definitions read and discussed. Compare their definitions with a scientific one and discuss the differences and similarities.</p> <p>Ask a resource person to discuss reasons given for abusing drugs. Allow for questions.</p>
		<p>AB What types of drug habits are there?</p> <p>AB What does it mean to be dependent on drugs?</p> <p>ABC Does all drug abuse result in habit formation?</p> <p>ABC Are all drug abusers addicts? Why? Why not?</p> <p>ABC What are some of the possible results of abuse of drugs and chemicals? On the individual himself? On others? On the community in which he lives?</p> <p>ABC What does it mean to be "hooked"?</p> <p>AB What is withdrawal? Tolerance?</p> <p>AB What is a "trip"? What does it mean to be "turned on"?</p> <p>What is meant by a bad trip?</p>	<p>Have three students research addiction, habituation, and dependence. Have them report their findings to the class and discuss possible implications.</p> <p>Allow plenty of time for questions.</p> <p>Ask class to compare the results of alcohol abuse and other drug abuse in their effects on individuals. How are they similar? Different?</p> <p>Have students collect stories which contain slang and technical terms related to drug abuse.</p>

**BASIC AREA: THE USE AND ABUSE OF TOBACCO,
ALCOHOL AND OTHER DRUGS**

CONCEPT: The use and effects of mood and behavior modifying substances result from a complexity of factors.

Intermediate Level

Subconcept: The wide variety of mood and behavior modifiers and their effects imply certain human needs and necessary controls of these substances.

CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Code	Physical - A Mental-Emotional - B Sociocultural - C	
<ul style="list-style-type: none"> Controls are necessary in the use of mood and behavior modifying substances. Need for controls 	<p>ABC: What is the purpose of "controls" of any kind? ABC: How do they apply to the use of tobacco, alcohol, and drugs?</p> <p>ABC: Why is there a need for controls of any kind?</p> <p>ABC: What is happening in America that makes controls of some sort over these substances necessary?</p> <p>ABC: Who benefits from controls of all kinds?</p> <p>ABC: What is a law? Why is it a control? ABC: Who makes laws? Why are they necessary?</p> <p>ABC: Types of controls</p> <p>ABC: Governmental</p>	<p>As a motivating device, discuss with the class the concept of rules and regulations and their importance. Emphasize how individuals are affected by controls.</p> <p>Compile a list of reasons why controls are necessary in your community.</p> <p>Have the class research and gather statistics on the abuse of alcohol, tobacco, and other drugs in this country. Collect statistics over the previous ten years. Present these statistics graphically to point out what is happening. Check the number of radio, TV, and printed ads which emphasize the use of one or more mood and behavior modifying substances.</p> <p>Ask the students to name ways that an individual can benefit from controls. How do others benefit from controls?</p> <p>Ask a lawyer, judge, or policeman to speak to the class on laws and controls. Have him discuss their necessity and what types of laws there are.</p> <p>Assign a committee to interview a judge, a highway patrolman, and a local policeman regarding the laws governing the use of mood and behavior</p>

BASIC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL AND OTHER DRUGS		CONCEPT: The use and effects of mood and behavior modifying substances result from a complexity of factors.	
Intermediate Level		Subconcept: The wide variety of mood and behavior modifiers and their effects imply certain human needs and necessary controls of these substances.	
CONTENT	CODE	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
		Physical – A Mental-Emotional – B Sociocultural – C	modifying substances. Report findings back to the class and discuss them.
	ABC	Are the controls over the use of tobacco, alcohol, and other drugs the same? Why or why not?	Examine a label on a package of cigarettes. Decide on what type of a control it is and who caused it to happen.
	ABC	What local, state, and National controls are there over the use of tobacco and cigarettes?	Interview a local city official to determine what laws regulate the sale and use of alcoholic beverages. Report back to class.
	ABC	What local, state, and National controls are there over the use of alcohol?	Interview a pharmacist to determine the laws governing prescriptions, labels, etc. Ask him which of these laws are state, federal, or local? Why? Report back to the class the findings.
	AB	How is a doctor's prescription a control? A label on a bottle?	Collect newspaper clippings which report violations of drug laws. Using an opaque projector, flash these on a screen and discuss each one. What law was broken? Was it a state, federal, or local law?
	ABC	Are there laws regulating this type of use?	
	ABC	What is illegal <u>sale</u> of drugs and medicines?	Ask a high school civics student to explain the difference between a felony and misdemeanor.
	ABC	What is illegal <u>use</u> of drugs and medicines?	Discuss how these crimes may involve drugs and medicines.
	ABC	What is illegal <u>possession</u> of drugs and medicines?	Have each student draw pictures with the appropriate words to illustrate:
	ABC	What are some other ways in which laws governing the use of drugs and medicines are broken?	<ul style="list-style-type: none"> • Friends and the use of drugs • Family background and drugs • Self-discipline and drugs • Any others children can think of
	ABC	Are all drugs and medicines subject to these same controls? Why or why not? Are there any exceptions?	Have a class discussion on ways of using self-discipline.
	ABC	What are some other controls in the use of drugs and medicines?	
	ABC	How does one develop self-discipline in the use and abuse of tobacco, alcohol, and other drugs?	
		<ul style="list-style-type: none"> • Personal and social controls • Self-discipline • Personality 	

BASIC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL AND OTHER DRUGS	CONCEPT: The use and effects of mood and behavior modifying substances result from a complexity of factors.
Intermediate Level	Subconcept: The wide variety of mood and behavior modifiers and their effects imply certain human needs and necessary controls of these substances.
CONTENT	<p>MOTIVATING QUESTIONS</p> <p>Physical -A Mental-Emotional -B Sociocultural -C</p> <ul style="list-style-type: none"> • Family background • Strong religious convictions • Choice of friends <p>ABC: How does the influence of the home serve as a control? BC: In what ways are religious beliefs controls? C: How can social customs serve as a control?</p> <p>ABC: What factors make these controls work or fail?</p>

X. NUTRITION

CONCEPT: A person's attitude toward food and his eating habits affect his health.

Primary Level

Subconcept: Eating a variety of food not only is important to good health, but also adds to the enjoyment of mealtime.

Behavioral Objectives:

- The student recognizes the relationship of food to growth and health. This may be measured by an oral, informal inventory and a listing of factors which influence growth.
- The student classifies a variety of foods. This may be measured by asking the student to place pictures of foods within proper categories on the flannel board.
- The student identifies the components of an adequate breakfast, lunch, dinner, and snack. This may be measured by asking students to arrange pictures of food on paper plates. Since meals will vary with cultural groups, emphasis should be placed on nourishment, not on traditional foods.
- The student demonstrates better food acceptance and selection in the school cafeteria. This may be measured by teacher observation and by a study of food left on trays.
- The student practices cleanliness in relationship to food. This may be measured by teacher observation.
- The student designates many people who work to meet food needs in the community. This may be measured by informal group discussion.

Intermediate Level

Subconcept: All nutrients are available in food and drink, but many factors influence which of the foods people choose to eat.

Behavioral Objectives:

- The student recognizes the relationship between physical appearance and diet. This may be measured by a teacher-made test.
- The student identifies the leading nutrients which are essential to health and their food sources. This may be measured by an oral, informal inventory.
- The student identifies the components of an adequate breakfast, lunch, dinner, and snack. This may be measured by asking students to arrange pictures of food on paper plates. Since meals will vary with cultural groups, emphasis should be placed on nourishment, not on traditional foods.
- The student cites ways wise food selection influences all areas of a person's growth. This may be measured by a teacher-made or standardized test.
- The student recognizes the importance of a pleasant mealtime atmosphere. This may be measured by means of informal discussions.
- The student compares the cultural aspects of food selection and the possible effect on nutrition. This may be measured by observing students in the school cafeteria.
- The student specifies various food processing techniques which provide a variety of food the year round. This may be measured by the identification of various processes.
- The student cites certain procedures to use during a disaster to provide for nutritional needs. This may be measured by the compiling of an emergency checklist.
- The student recognizes the seriousness of the world's hunger problem. This may be measured by informal discussions.
- The student designates many people who work to meet food needs in the community. This may be measured by informal group discussion.

BASIC AREA: NUTRITION
Primary Level

CONCEPT: A person's attitude toward food and his eating habits affect his health.

Subconcept: Eating a variety of food not only is important to good health, but also adds to the enjoyment of mealtime.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
:	Physical-A Mental-Emotional-B Sociocultural-C		
THE STUDENT RECOGNIZES THE RELATIONSHIP OF FOOD TO GROWTH AND HEALTH. THIS MAY BE MEASURED BY AN ORAL, INFORMAL INVENTORY AND A LISTING OF FACTORS WHICH INFLUENCE GROWTH.			
• The food you eat becomes you.	ABC	Why do we eat? ABC What does food do for us? A Why do babies eat special foods? A Why do some pets eat special foods?	Lead discussion about the statement, "The food you eat becomes <u>you</u> ."
• Personal appearance	A	How does our food affect the way we look?	Make a collection of pictures of people who have an attractive and healthful appearance.
• Physical growth	ABC	Why is it important to maintain the recommended weight? ABC Why are people of the same age often different sizes?	Encourage each student to keep a private chart of height and weight gains.
• Dental health	A	Which foods are best for building strong teeth? A Which ones may be harmful? How does the frequency of eating affect dental health?	Invite a resource person such as a dentist or dental nurse to discuss snacks and their relationship to dental caries.
• General well-being	B	How does the food we eat affect the way we feel? B Why are you likely to be cross when you are hungry? A Are you hungry when you wake up in the morning? A Why?	Using puppets, allow students to dramatize feelings associated with good and bad dietary practices.

THE STUDENT CLASSIFIES A VARIETY OF FOODS. THIS MAY BE MEASURED BY ASKING THE STUDENT TO PLACE PICTURES OF FOODS WITHIN PROPER CATEGORIES ON THE FLANNEL BOARD.

- Foods from four food groups should be eaten every day.

BASIC AREA: NUTRITION
Primary Level

CONCEPT: A person's attitude toward food and his eating habits affect his health.

Subconcept: Eating a variety of food not only is important to good health, but also adds to the enjoyment of mealtime.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Milk and milk products	A C	Why do we need foods from the milk group? Where does milk come from? What are some other dairy products?	Prepare mural or frieze depicting the story of milk. Display in lunchroom.
Meat, eggs, and other protein foods	A B C	Why do we need foods from the meat group? What is meat? How many kinds of meat can you name? Which ones have you tasted? What can be used in place of meat?	On a large chart, list every kind of meat that students can name. Later, illustrate each one with a picture of the appropriate animal source. Plan meals in which dry beans or peas are used as meat alternates.
Bread and cereals	A C C	Why do we need to eat breads and cereals? How many kinds of bread and cereal can you name? What kinds have you eaten?	Show examples of various types of bread and cereals. Allow students to taste them. Include tortillas.
Fruits and vegetables	A	Why do we need to eat fruits and vegetables? How can you tell which are fruits and which are vegetables?	Arrange pictures of fruits and vegetables into categories on the felt board. Play "Twenty Questions" by asking such questions as, "Can you show me a vegetable that grows under the ground?" "Can you show me a yellow fruit?" and "Can you show me a vegetable that was in today's school lunch?"

THE STUDENT IDENTIFIES THE COMPONENTS OF AN ADEQUATE BREAKFAST, LUNCH, DINNER, AND SNACK. THIS MAY BE MEASURED BY ASKING STUDENTS TO ARRANGE PICTURES OF FOOD ON PAPER PLATES. SINCE MEALS WILL VARY WITH CULTURAL GROUPS, EMPHASIS SHOULD BE PLACED ON NOURISHMENT, NOT ON TRADITIONAL FOODS.

- A day's nutrients are usually divided into meals and snacks.

BASIC AREA: NUTRITION

Primary Level

CONCEPT: A person's attitude toward food and his eating habits affect his health.

Subconcept: Eating a variety of food not only is important to good health, but also adds to the enjoyment of mealtime.

BASIC AREA: NUTRITION
Primary Level

CONCEPT: A person's attitude toward food and his eating habits affect his health.

Subconcept: Eating a variety of food not only is important to good health, but also adds to the enjoyment of mealtime.

CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
<ul style="list-style-type: none"> Some foods provided will be strangers to the students. 	<p>ABC: Why do you like to try new foods?</p>	<p>Begin a scrapbook of "Food Strangers We Hope Will Become Friends." This can be a project of the whole class.</p> <p>Conduct tasting parties where students are encouraged to taste new foods. Have them keep individual records of the new foods they try.</p>
		<p>THE STUDENT PRACTICES CLEANLINESS IN RELATIONSHIP TO FOOD. THIS MAY BE MEASURED BY TEACHER OBSERVATION.</p> <ul style="list-style-type: none"> Certain practices make eating more beneficial and enjoyable. Rest before and after meals Washing of hands before eating Appreciation of pleasant surroundings Acceptable table manners
	<p>ABC: Why do we rest and play quiet games before and after eating? What might happen otherwise?</p> <p>B: What is the importance of washing the hands before eating?</p>	<p>Before and after the lunch period, provide students a period for quiet independent activities such as reading silently, telling stories, or listening to recordings.</p> <p>Supervise the activity of hand washing. Provide soap and paper towels. Check to see that students do a thorough job until the practice becomes routine.</p>
	<p>ABC: Why is it a pleasant custom to gather round the table to eat?</p> <p>BC: How do you feel when you eat at a table that is attractive and colorful? Why do we sometimes put flowers on the table? Do you like to listen to soft music while eating?</p> <p>BC: Why do we use different pieces of silverware? Do you know how to hold and use each piece of silverware? How and why is the napkin used? Can you illustrate one way to set a table?</p>	<p>On special occasions, provide centerpieces for the lunchroom tables. They may be green plants, seasonal decorations, or flowers. Arrange for students to make their own placemats occasionally. Experiment with soft background music.</p> <p>Using real utensils, allow students to set a table. Encourage them to practice using each piece of silverware and the napkin. Check to see that each child is able to open a milk carton.</p>

BASIC AREA: NUTRITION**Primary Level**

CONCEPT: A person's attitude toward food and his eating habits affect his health.

Subconcept: Eating a variety of food not only is important to good health, but also adds to the enjoyment of mealtime.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
<ul style="list-style-type: none"> Quiet conversation Acceptable social graces 	BC BC BC C C C	<p>Do you like talking with your friends or family at mealtime? Why?</p> <p>What are some things you discuss?</p> <p>Why are some topics more pleasant than others?</p> <p>When do you eat with people other than your best friends in the school lunchroom?</p> <p>How can you enjoy their company also?</p> <p>Why is it important to be polite and friendly to every person at the table?</p>	<p>Demonstrate the use of eating implements from other cultures, such as chopsticks from Japan.</p> <p>Trace the historical development of eating implements and cooking utensils.</p> <p>Alternate the privilege of being host and hostess in the lunchroom. Help each student to exercise his conversational skills. Evaluate the experience after leaving the lunchroom by means of informal discussion.</p> <p>Use mealtime in the lunchroom as an opportunity to promote wholesome interaction. Watch for evidence of growth in social skills.</p>
			<p>Invite the cafeteria manager and others into the classroom to discuss meal planning and preparation.</p> <p>Write "thank you" notes to workers when meals are exemplary.</p> <p>Trace the sequential steps taken to bring food to our table.</p> <p>Make a study of the bakery, dairy, and market. Take a field trip to at least one of these places, if possible. Visit a roadside vegetable stand if one is nearby.</p>

THE STUDENT DESIGNATES MANY PEOPLE WHO WORK TO MEET FOOD NEEDS IN THE COMMUNITY. THIS MAY BE MEASURED BY INFORMAL GROUP DISCUSSION.

<ul style="list-style-type: none"> Many people work to provide and prepare the food we eat. Cleanliness in food handling Health requirements for food handlers 	C BC C AB	<p>In what ways do the people in the school lunchroom work for our benefit?</p> <p>What are some ways we could let them know we appreciate it?</p> <p>Who are some others who work to make food available for us?</p> <p>What are some ways the school cafeteria workers keep foods fresh and wholesome?</p>	
---	--------------------	--	--

BASIC AREA: NUTRITION

Intermediate Level

CONCEPT: A person's attitude toward food and his eating habits affect his health.

Subconcept: All nutrients are available in food and drink, but many factors influence which of the foods people choose to eat.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
THE STUDENT RECOGNIZES THE RELATIONSHIP BETWEEN PHYSICAL APPEARANCE AND DIET. THIS MAY BE MEASURED BY A TEACHER-MADE TEST.			
<ul style="list-style-type: none"> • There is need for variety in the foods we eat. 	A	Why is it important to eat a wide variety of foods in order to acquire the nutrients needed daily? What does <u>consistency</u> mean? What is texture?	By survey and observation, determine which food groups are in short supply in the diets of students. Begin a study of ways to have them included.
	A	AB	Using food advertisements from the daily newspaper as source material, allow students to prepare a menu for their own families for one day. Set a fixed amount of money they are allowed to "spend" on groceries. When lists, budgets, and menus are completed, give points if the basic four groups are represented in each meal.
<ul style="list-style-type: none"> • Familiar combined with unknown foods • Popular combined with disliked foods 	ABC	AB	Lower the amount of money for food and challenge the students to include the same four types of food at lower prices. Show them ways that a nourishing meal can be economical. Send menus home for parents to see.
THE STUDENT IDENTIFIES THE LEADING NUTRIENTS WHICH ARE ESSENTIAL TO HEALTH AND THEIR FOOD SOURCES. THIS MAY BE MEASURED BY AN ORAL, INFORMAL INVENTORY.			
<ul style="list-style-type: none"> • Foods are placed in four food groups based on their nutrient contributions. • Milk group <ul style="list-style-type: none"> • Calcium • Protein • Riboflavin 	A	<ul style="list-style-type: none"> What is a nutrient? How do we know what nutrients foods contain? Why is it important to know? 	Have students conduct simple experiments to test for different nutrients of food.
	A	A	Determine from a one-day record what foods are missing from the diets of students in the classroom. What nutrients?
	A	A	Feed albino rats a well chosen diet versus a poorly chosen one. Compare growth and behavior at the end of a four-week period. Reverse the
	A	A	Full Text Provided by ERIC

BASIC AREA: NUTRITION

Intermediate Level

CONCEPT: A person's attitude toward food and his eating habits affect his health.

Subconcept: All nutrients are available in food and drink, but many factors influence which of the foods people choose to eat.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
• Meat group • Iron • Protein • Niacin • Fat	A	How does fortified milk compare with unsifted Grade A homogenized milk?	procedure, and compare again. Emphasize humane treatment of animals during such a demonstration.
• Fruits and vegetables	A	What foods are in the meat group? How many servings are recommended? What are the main nutrients provided?	Study the composition of a vegetarian diet.
• Breads and cereals • Carbohydrate • Iron • B vitamins	A	Why do we need a food rich in vitamin C daily? How often do we need a food rich in vitamin A? Why should we select a variety from the other fruits and vegetables?	As an art project, create four mobiles to hang in the classroom--one for each of the four food groups.
• Breakfast • Lunch • Dinner (or supper) • Snack	ABC	Why do we need breads and cereals daily? Why is bread called the 'staff of life'? How has food technology contributed to improved nutritional value of bread? What are favorite breads in different regions of the United States?	Develop a learning center depicting the origin of various cereals.
THE STUDENT IDENTIFIES THE COMPONENTS OF AN ADEQUATE BREAKFAST, LUNCH, DINNER, AND SNACK. THIS MAY BE MEASURED BY ASKING STUDENTS TO ARRANGE PICTURES OF FOOD ON PAPER PLATES. SINCE MEALS WILL VARY WITH CULTURAL GROUPS, EMPHASIS SHOULD BE PLACED ON NOURISHMENT, NOT ON TRADITIONAL FOODS.			
A day's nutrients are usually divided into meals and snacks. • Breakfast • Lunch • Dinner (or supper) • Snack			
What foods make a good breakfast? ABC What foods make a good lunch? ABC What foods make a good dinner? ABC What foods make a good snack? ABC			
Have students list what they had for the three main meals and snacks for three days and then have them compare the list with the basic food groups.			

BASIC AREA: NUTRITION

Intermediate Level

CONCEPT: A person's attitude toward food and his eating habits affect his health.

Subconcept: All nutrients are available in food and drink, but many factors influence which of the foods people choose to eat.

CONTENT	CODE	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
		ABC: What are some wholesome snack foods? ABC: What are some "junk" foods?	Form committees to search selected literature for nutrition studies and experiments that have been conducted. Help them prepare reports to present to the class.
		THE STUDENT CITES WISE FOOD SELECTION INFLUENCES ALL AREAS OF A PERSON'S GROWTH. THIS MAY BE MEASURED BY A TEACHER-MADE OR STANDARDIZED TEST. <ul style="list-style-type: none"> • Wise food selection throughout the day influences all areas of a person's growth. • Physical <ul style="list-style-type: none"> ABC: Why is it possible for people of the same age to differ in height and weight? AB: What effect does food have on height, weight, posture, skin, and teeth? AB: What are the dangers of obesity? AB: How does nutrition affect our mental health? AB: How does nutrition affect emotions? • Mental • Emotional • Social <ul style="list-style-type: none"> ABC: In what ways can good nutrition help a person become more socially acceptable? ABC: How does learning to like a variety of foods help a person socially? 	View films and filmstrips that show the effects of malnutrition on animals.

BASIC AREA: NUTRITION

Intermediate Level

CONCEPT: A person's attitude toward food and his eating habits affect his health.

Subconcept: All nutrients are available in food and drink, but many factors influence which of the foods people choose to eat.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
<p>THE STUDENT RECOGNIZES THE IMPORTANCE OF A PLEASANT MEALTIME ATMOSPHERE. THIS MAY BE MEASURED BY MEANS OF INFORMAL DISCUSSIONS.</p>			
			<p>Conduct a panel discussion to consider both desirable and undesirable environments for mealtime.</p> <p>With charts and diagrams, explain and illustrate how digestion and absorption take place.</p> <p>Answer questions on digestion, hunger, assimilation, and appetite.</p> <p>In creative dramatics, act out various emotions that might be evidenced at mealtime.</p>
<p>ABC: How is appetite affected by mealtime atmosphere?</p>			
	A	What is appetite?	
	A	What is digestion?	
	A	How does it take place?	
	AB	How might emotions have a bearing on digestion?	
<p>THE STUDENT COMPARES THE CULTURAL ASPECTS OF FOOD SELECTION AND THE POSSIBLE EFFECT ON NUTRITION. THIS MAY BE MEASURED BY OBSERVING STUDENTS IN THE SCHOOL CAFETERIA.</p>			
			<p>Make a collection of menus from restaurants specializing in foods from various cultures. Compare the language and vocabulary of the menus. Compare food preferences.</p> <p>Translate the weekly lunchroom menu into a foreign language.</p>
<p>ABC: What foods can you name that are associated with various groups in our society?</p>			
	Culture		
	ABC		

BASIC AREA:	NUTRITION	CONCEPT: A person's attitude toward food and his eating habits affect his health.
Intermediate Level		Subconcept: All nutrients are available in food and drink, but many factors influence which of the foods people choose to eat.
CONTENT	Code	MOTIVATING QUESTIONS
Religion		C: How may religion affect a person's feelings about certain foods and beverages? C: Do people in certain occupations tend to prefer certain foods? Why? C: What are "regional" dishes?
Occupation		
Geographic location		
Economic status		A: How does the amount of money available for food affect the kind and amount of food eaten?
Advertising		A: Does advertising cause us to "try certain foods? Why? A: Is advertising a reliable nutritional guide? Why not? A: What foods are most highly advertised? Why?
Peer influence		C: How do our friends influence what we eat? What is a "status" food?
Knowledge		A: What effect might a food fad have on nutrition? A: Why do we occasionally eat a food just because we should?
		Make a study of the history of bread from the earliest "sourdough" bread brought to this country by Columbus down to modern bakeries and their products.
		Some foods are enjoyed by Americans in general and by Texans specifically.

BASIC AREA: NUTRITION

Intermediate Level

CONCEPT: A person's attitude toward food and his eating habits affect his health.

Subconcept: All nutrients are available in food and drink, but many factors influence which of the foods people choose to eat.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
<ul style="list-style-type: none"> • Foods from the Indians • "Shawnee Cake" • Honey • Crackerjack • Others 	C	<p>What foods can you name that were handed down to us from the American Indians?</p>	<p>Using the old folk tale "Stone Soup" as a spring-board, study the favorite soups of the world and the romantic stories behind them.</p>
<ul style="list-style-type: none"> • Early American dishes • Cornpone • Sourdough bread • Salt-rising bread • Fish and game • Others 	A	<p>How did the early settlers prepare and preserve their foods? What is "journey cake"?</p> <p>What is meant by the term "enriched bread"?</p> <p>Where can Early American recipes be obtained?</p>	<p>Compare bread consumed by early settlers with today's enriched bread.</p>
<ul style="list-style-type: none"> • Regional dishes of the United States • Boston baked beans • New England chowder • Southern fried chicken • Kentucky burgoo • Others 	BC	<p>Why does Maine like to be called the "Lobster state"?</p> <p>How do people develop a preference for certain foods?</p> <p>What is a "national food"?</p> <p>When you visit another part of the country, are you eager to try local food specialities? Why?</p>	<p>Locate the origins of regional foods on a large map of the United States. Attach labels from cans of the food if they are available; if not, substitute pictures.</p>
	ABC	<p>Do you ever experiment with food to form unusual combinations that are delicious and nourishing?</p> <p>How is trying new foods like an exciting adventure?</p> <p>What is your favorite food?</p> <p>What is the favorite food of your family?</p>	<p>Study about the people who export regional food to other areas.</p> <p>Conduct a panel discussion on how to encourage a friend in adding new foods to his diet for better balance.</p> <p>Suggest that students correspond with pen pals in other states and cities to find out about popular foods in their area.</p>

BASIC AREA: NUTRITION		CONCEPT: A person's attitude toward food and his eating habits affect his health.	
Intermediate Level		Subconcept: All nutrients are available in food and drink, but many factors influence which of the foods people choose to eat.	
CONTENT	CODE	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
<ul style="list-style-type: none"> - Popular Texas recipes <ul style="list-style-type: none"> • Barbecue • Texas Goulash • Chili con carne • Tamale pie • Jambalaya • Gumbo • Cowboy cornbread • Others 		<p>C What is a Texas barbecue? How would you describe one?</p> <p>C How have different nationality groups influenced the eating habits of Texans?</p> <p>C Why do you think Texas cooking has an international flavor?</p> <p>A C Why are regional foods becoming more readily available in all parts of the country?</p> <p>179 100</p> <ul style="list-style-type: none"> - Each culture has its own food preferences and eating habits. - Foods associated with various countries 	<p>Make a collection of regions' recipes.</p> <p>Study the school menu for typical Texas dishes.</p> <p>Survey the class to find how many students eat and enjoy Texas dishes.</p> <p>Compile a Texas cookbook with pictures and stories of Texas dishes. Recipes might be organized around the theme of "A Taste of Texas Under Six Flags." Make copies for students to take home.</p> <p>Make a study of the Laura Ingalls Wilder <u>Little House</u> books to find out how pioneer families secured and prepared their food.</p> <p>Locate origins of imported foods on world map.</p> <p>Make a collection of stories about various foods.</p>
		<p>C What foods might be considered universal and are eaten the world over?</p> <p>C What foods do we associate with different countries of the world? Japan? Germany? Denmark?</p> <p>C What foods can you name that are usually imported into this country?</p> <p>C Do you know any interesting legends or folktales about food? What are some of them?</p>	

BASIC AREA: NUTRITION

Intermediate Level

CONCEPT: A person's attitude toward food and his eating habits affect his health.

Subconcept: All nutrients are available in food and drink, but many factors influence which of the foods people choose to eat.

CONTENT	CODE	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
• Foods and national holidays	BC	What foods do you associate with Christmas, Easter, Thanksgiving?	Make a calendar and illustrate each month with appropriate traditional foods.
THE STUDENT SPECIFIES VARIOUS FOOD PROCESSING TECHNIQUES WHICH PROVIDE A VARIETY OF FOOD THE YEAR ROUND. THIS MAY BE MEASURED BY THE IDENTIFICATION OF VARIOUS PROCESSES.			
Food technology has made a valuable contribution toward making food available.			
<ul style="list-style-type: none"> - Canning - Freezing - Freeze-drying - Drying - Smoking 	A C	<p>How has food technology made it possible to obtain a wider variety of food?</p> <p>What is a "convenience" food?</p>	<p>Make a study of foods the astronauts eat on space flights and compare them with foods we eat daily.</p> <p>Have students compare costs of convenience foods and study the processes used in preparing them.</p>
	A		<p>Reconstitute a freeze-dried dinner. Compare cost and nutrition with those of a home-cooked dinner.</p> <p>Make a study of people who raise, process, and transport foods.</p>
			<p>Make a study of the process used to prepare such foods as field rations. Reconstitute nonfat dry milk as a demonstration.</p>
THE STUDENT CITES CERTAIN PROCEDURES TO USE DURING A DISASTER TO PROVIDE FOR NUTRITIONAL NEEDS. THIS MAY BE MEASURED BY THE COMPILING OF AN EMERGENCY CHECKLIST.			
The nutrient needs of people must be met during times of emergency and disaster.			
<ul style="list-style-type: none"> - Disasters that often create need for emergency food service 	AB	<p>Why does obtaining food become a special problem during times of disaster?</p>	<p>Make a tour of the school lunchroom and visit the storage room. Ask the cafeteria manager to explain what provisions are made for disaster feeding.</p>
	AB	<p>When have you and your family ever needed emergency food services?</p>	

BASIC AREA: NUTRITION

Intermediate Level

CONCEPT: A person's attitude toward food and his eating habits affect his health.

Subconcept: All nutrients are available in food and drink, but many factors influence which of the foods people choose to eat.

CONTENT	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Code	Physical - A Mental-Emotional - B Sociocultural - C	
AB	What stories and articles have you read about people being fed during a disaster?	Invite a speaker from the American National Red Cross or the Salvation Army to explain how his organization provides free, hot meals during disasters.
A	How is it possible to plan ahead and be prepared for a disaster? • Hurricane • Flood • Tornado • Earthquake	Find out from a local civil defense official what precautions individuals should take before a disaster strikes.
A	What foods do you think would be most suitable for storage?	Illustrate the best kinds of food to keep on hand for an emergency. Show how water must be available for dry food.
A	Suitable foods for use in emergency planning • Canned or dried milk • Canned meat and fish • Canned bread • Canned fruits and vegetables • Cereals • Drinking water	Make a study of the length of time food can be kept on hand.
A	How may water be made safe for drinking?	Invite a resource person to the classroom to demonstrate how water may be made safe for drinking.
A	How may water be made safe for supplementing the diet by hunting, fishing and gardening.	Make a study of the ways some people supplement the diet by hunting, fishing and gardening.

THE STUDENT RECOGNIZES THE SERIOUSNESS OF THE WORLD'S HUNGER PROBLEM. THIS MAY BE MEASURED BY INFORMAL DISCUSSIONS.

- Many people of the world are victims of malnutrition.

Form committees to study research findings on world hunger and malnutrition. Help them to make reports for sharing with the class.

BASIC AREA: NUTRITION

Intermediate Level

CONCEPT: A person's attitude toward food and his eating habits affect his health.

Subconcept: All nutrients are available in food and drink, but many factors influence which of the foods people choose to eat.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
Overpopulation	ABC	What is hunger?	Make a study of the school lunch program in Texas and the Nation and the reasons for which it was created.
Poverty	ABC	What is malnutrition?	
Decline in farm population	AB	Are you able to recognize some signs of malnutrition? In what ways?	Make a study of the most recent local and state nutrition surveys.
	ABC	How long does it take to develop malnutrition? How long does it take to cure it?	
Insufficient food - stuff	ABC	Is poverty always responsible for malnutrition? Why not?	Invite a rancher or farmer who knows animal husbandry to describe what he feeds to his cows in order to produce better calves.
Ignorance of good dietary practices	AB	How does malnutrition affect mental ability?	
Indifference	A	Why is good nutrition especially important prior to and during pregnancy?	
Educational background	A	How does malnutrition affect physical development?	
Availability of seasonal foods	A	What illnesses are associated with malnutrition?	
	ABC	What is being done to relieve malnutrition in Texas?	
	ABC	What is being done to ease the scourge of world hunger?	

THE STUDENT DESIGNATES MANY PEOPLE WHO WORK TO MEET FOOD NEEDS IN THE COMMUNITY. THIS MAY BE MEASURED BY INFORMAL GROUP DISCUSSION.

- Many people and agencies work to meet the nutritional needs of people.

BASIC AREA: NUTRITION

Intermediate Level

CONCEPT: A person's attitude toward food and his eating habits affect his health.

Subconcept: All nutrients are available in food and drink, but many factors influence which of the foods people choose to eat.

CONTENT	Code	MOTIVATING QUESTIONS	LEARNING EXPERIENCES
<ul style="list-style-type: none"> • Official health agencies • City and county health departments • State health departments • State universities • Federal government • United Nations • World Health Organization 	ABC	<p>What are the functions of an official health agency?</p> <p>Why are the health agencies created?</p> <p>How are they funded?</p> <p>Who works in an official health agency?</p>	<p>Write to various health organizations and request information on nutrition and dietary practices.</p> <p>Help students to request <u>specific</u> information only.</p>
<ul style="list-style-type: none"> • Voluntary and professional health agencies • American Association of Health, Physical Education, and Recreation • American Dental Association • American Heart Association • Nutrition Foundation, Inc. • Dairy Council, Inc. • Others 	ABC	<p>What is a voluntary health agency?</p> <p>What is a professional health agency?</p> <p>What kind of people work in a voluntary health agency?</p> <p>Why are such agencies concerned with nutrition?</p> <p>Do you feel any responsibility for malnutrition in your community? Why?</p> <p>What does the concept "world nutrition" mean to you?</p> <p>Do you feel any responsibility for world nutrition?</p>	<p>Invite a resource person from a voluntary health agency to speak to the class.</p> <p>Make a study of careers related to health and nutrition.</p>
			Conduct a round-table discussion entitled "Our Part in World Nutrition."

APPENDIX

185/186
194

**ELEMENTARY SCHOOL HEALTH EDUCATION
EDITORIAL COMMITTEE**

**Lewis Spears, Chairman
Program Director
Health, Physical Education,
and Recreation
Texas Education Agency
Austin, Texas**

**Betty Coody, Ph. D.
Lamar State College of Technology
Beaumont, Texas**

**Cynthia L. Hull
Drug Educator
Region XIII Education Service
Center
Austin, Texas**

**Alice Johnson
Health Education Consultant
U. S. Public Health Service
Dallas, Texas**

**Martin Juel, Ph. D.
Professor of Health Education
Southwest Texas State University
San Marcos, Texas**

**Teresa L. Long, Ed. D.
Former Staff Member
Governor's Committee on Public
School Education
Austin, Texas**

**William J. McGanity, M. D.,
Professor and Chairman
Department of Obstetrics and
Gynecology
University of Texas Medical
Branch
Galveston, Texas**

**Virginia Parsons
Elementary School Teacher
Dealey Elementary School
Dallas, Texas**

**Cecelia Parten
Educational Writer
Texas Education Agency
Austin, Texas**

**Bert Kruger Smith, Assistant to
President for Mental Health
Education
Hogg Foundation for Mental Health
Austin, Texas**

ELEMENTARY SCHOOL HEALTH RESOURCE CONSULTANTS

Sue Alder, Chief Consultant
Health Occupations
Texas Education Agency
Austin, Texas

Leona Allman, Consumer Specialist
Department of Health, Education
and Welfare
Dallas, Texas

Morris L. Barrington, D. D. S.
Chairman
Council on Dental Health
Texas Dental Association
Lubbock, Texas

Ken Behan, Executive Director
Texas Commission on Alcoholism
Sam Houston State Office Building
Austin, Texas

Dorothy Bohac, Ph. D., Consultant
Teacher Education and Certification
Texas Education Agency
Austin, Texas

Elijah H. Brown
Health Education Consultant
Texas State Department of Health
Austin, Texas

Gilbert W. Moody, Program
Director
Division of Drug Education
Texas Education Agency
Austin, Texas

Elvie Lou Luetge, Consultant
Elementary Education
Texas Education Agency
Austin, Texas

Glen English
Training and Prevention Program
Bureau of Narcotics and Dangerous
Drugs
Dallas, Texas

Alta Harrison
Nursing Consultant in School
Health
Texas State Department of Health
Austin, Texas

Fillmore Hendrix, Consultant
Elementary Physical Education
Texas Education Agency
Austin, Texas

Austin E. Hill, M. D.
Representative of Texas Medical
Association
Director of School Health Services
Houston Independent School District
Houston, Texas

Helen Hill, Consultant
Cancer and Health Division
Texas State Department of Health
Austin, Texas

Cynthia L. Hull, Drug Educator
Region XIII Education Service
Center
Austin, Texas

Bob Jobes, Assistant Director
Texas Health Careers Program
6225 U. S. Highway 290 East
Austin, Texas

Alice Johnson
Health Education Consultant
U. S. Public Health Service
Dallas, Texas

Lila Kay
School Lunch Supervisor
Texas Education Agency
Austin, Texas

Teresa L. Long, Ed. D.
Former Staff Member
Governor's Committee on
Public School Education
Austin, Texas

Radora Massey, Program Coordi-
nator
Dairy Council, Inc.
Austin, Texas

Fran McDonald
Texas Tuberculosis and Respira-
tory Disease Association
Austin, Texas

William J. McGanity, M. D.
Professor and Chairman
Department of Obstetrics and
Gynecology
University of Texas Medical Branch
Galveston, Texas

Jim Morgan, Director
Public Education and Public
Information
American Cancer Society, Texas
Division
Austin, Texas

June Oliver
Assistant Director
Child and Adolescent Services
Mental Health and Mental Retarda-
tion
Austin, Texas

Ruth Osborne
Assistant Education Director
Texas Commission on Alcoholism
Austin, Texas

Cecelia Parten
Educational Writer
Texas Education Agency
Austin, Texas

Nina Pryatel, Chairman
Nursing Programs
American National Red Cross
Austin, Texas

Vivian Bauhof
Area Supervisor of School Food
Services
Austin Independent School District
Austin, Texas

Earl P. Schubert, Assistant to
the Associate Commissioner
Bureau of Elementary and Secon-
dary Education
U. S. Office of Education
Department of Health, Education,
and Welfare
Silver Springs, Maryland

Ann Sears
Health Chairman
Texas Congress of Parents and
Teachers
Lake Jackson, Texas

Bert Kruger Smith
Assistant to the President for
Mental Health Education
Hogg Foundation for Mental Health
Austin, Texas

Elizabeth Smith, Director
Homemaking Division
Texas Education Agency
Austin, Texas

Albert Tucker, Executive Director
Texas Alcohol and Narcotics
Education, Inc.
Dallas, Texas

Alice Whatley, Ph. D.
Assistant Professor of Home
Economics and Health and
Physical Education
University of Texas at Austin
Austin, Texas

Connie Yearwood, M.D.
Division of Maternal and Child
Health
Texas State Department of Health
Austin, Texas

H. R. "Pat" Yeary, D.D.S., Presi-
dent
Southwest Texas Dental Society
Laredo, Texas

Alfred Peters, Program Director
Program Planning
Texas Education Agency
Austin, Texas

Kenny Dudley
Mental Health and Mental Retar-
dation
Austin, Texas

Mary Ann Rowan
Texas Heart Association
Austin, Texas

SOURCES OF PRINT AND NONPRINT MATERIALS

<u>Organization</u>	<u>Units Covered</u>
Abbott Laboratories, 14th and Sheridan Road North Chicago, Illinois 60064 Free and inexpensive pamphlets and posters for teachers and students. Write for current catalog.	IV, VII, X
Aetna Life Insurance Company, Information and Education Department, 151 Farmington Avenue, Hartford, Connecticut 06115 Free loan films for teachers including a film on bicycle safety. Catalog available.	II
American Association for Health, Physical Education, and Recreation, 1201 - 16 Street, N. W. Washington, D. C. 20036. Inexpensive pamphlets for teachers only, K-6. Catalog available.	III, VI, VIII, IX
American Cancer Society, Texas Division, 5014 Bull Creek Road, Austin, Texas 78731. Free and free loan materials for students in 4-6 and teachers. Pamphlets, charts, posters, kits, films, filmstrips. Catalog.	I, IV, IX
American Dental Association, 211 East Chicago Avenue, Chicago, Illinois 60611. Inexpensive materials for students and teachers K-6. Single free samples to school administrators and health teachers; no free materials in quantity. Books, pamphlets, charts, posters, kits, films, filmstrips. Catalog.	I, VI, VII, IX, X
American Heart Association, Texas Affiliate, Inc., P. O. Box 9928, Austin, Texas 78757. Free and free loan materials for students and teachers, grades 4-6. Pamphlets, charts, posters, films. Catalog.	IV
American Institute of Family Relations, 5287 Sunset Boulevard, Los Angeles, 90027. Inexpensive materials for teachers only.	VIII

<u>Organization</u>	<u>Units Covered</u>
Pamphlets, magazines or other periodical literature. Catalog.	
American Medical Association, 535 Dearborn Street, Chicago, Illinois 60610	I-X
Inexpensive posters and pamphlets, mostly teacher materials K-6. Free monthly bulletin for teachers. Catalog.	
American National Red Cross, Midwestern Area, 4050 Lindell Boulevard, St. Louis, Missouri 63108.	I, II, III, VI, X
Free, inexpensive, free loan materials for students in 4-6, and teachers. Books, pamphlets, charts, posters, films, magazines or other periodical literature. Catalog.	
Junior Red Cross--Material available for K-6 and teachers. Inexpensive posters and magazines. Available through local Red Cross. Subscription: \$1.50 per year. Basic First Aid Book also available from local Red Cross. Magazine NEWS for youth contains nutrition information.	
American Osteopathic Association, 212 East Ohio Street, Chicago, Illinois 60611.	I, II, III, IV, V, VI, IX, X
Free, inexpensive, and free loan materials for teachers only. Pamphlets, films, magazines, or other periodical literature. Catalog.	
American Pharmaceutical Association, 2215 Constitution Avenue, N.W., Washington, D.C. 20037.	I, II, V, IX
Free, inexpensive, and free loan materials for teachers. Books, pamphlets, charts, posters, kits, films, filmstrips. Catalog.	
American Public Health Association, 1015 - 18 Street, N.W., Washington, D.C. 20036.	I-X
Free and inexpensive pamphlets for students and teachers. Catalog.	
American School Health Association, 107 South Depeyster Street, P.O. Box 416, Kent, Ohio 44240.	I-X
Inexpensive materials for teachers only. Pamphlets, magazines or other periodical literature. Catalog.	

<u>Organization</u>	<u>Units Covered</u>
Arthritis Foundation, 1212 Avenue of the Americas, New York, New York 10036. Material for teachers only. Free and inexpensive pamphlets and films.	IV
Association of Classroom Teachers, National Education Association of the United States, 1201 - 16 Street, N. W., Washington D. C. 20036. Free materials for teachers only. Catalog.	II, VI, VII
Association for the Aid of Crippled Children, 345 East 46 Street, New York, New York 10017. Free and inexpensive books, pamphlets and reprints available to teachers. Catalog and price list available.	IV
Bausch and Lomb, 635 St. Paul Street, Rochester, New York 14602. Free pamphlets for teachers only.	V
Borden Company, Inc., Consumer's Service, Public Affairs Department, 50 West Broad Street, Columbus, Ohio 43215. Free and inexpensive posters and articles, including a cookbook, for teachers only.	I, X
Cereal Institute, Inc., 135 South LaSalle Street, Chicago, Illinois 60603. Free materials for teachers only. Books, pamphlets, kits, filmstrips, records. Catalog.	V, VI, X
Child Study Association of America, Inc., 9 East 89 Street, New York, New York 10028. Inexpensive pamphlets for teachers only. Catalog.	I, II, VI, VII, VIII, IX
Consumers Union of the United States, 256 Washington Avenue, Mount Vernon, New York 10550. Free, inexpensive, and free loan materials for students and teachers. Pamphlets, transparencies, films, magazines or other periodical literature. Catalog.	I, II, V, VIII, IX, X

<u>Organization</u>	<u>Units Covered</u>
South Central States Regional Office, National Cystic Fibrosis Research Foundation, 202 East 44 Street, New York, New York 10017. Free pamphlets for teachers only. Catalog.	IV
Dairy Council, Inc., 804 Tirado Street, Austin Texas 78752. Free and free loan materials for students K-6. Pamphlets, charts, posters, kits, films, filmstrips. Catalog.	VI, VII, X
David C. Cook Publishing Company, 850 North Grove Avenue, Elgin, Illinois 60120. Inexpensive materials for students K-3, including teaching pictures. Catalog.	III, VI, X
Family Life Publications, Inc., 219 Henderson Street, P. O. Box 427, Saluda, North Caro- lina 28773. Inexpensive books, magazines, and teaching tests for teachers and counselors only. Catalog.	III, VI, VIII, IX
Federal Trade Commission, Washington, D. C., 20580. Free and inexpensive pamphlets for teachers, including guidelines for consumer education, K-12.	V
Food and Drug Administration, Office of Ed- ucation and Information, 5600 Fishers Lane, Rockville, Maryland 20852. Free and inexpensive pamphlets, posters, magazines, fact sheets for students and teachers K-6.	V
General Mills, Inc., Education Section, 9200 Wayzata Boulevard, Minneapolis, Minnesota 55440 Free teaching guide with detachable bulletin board posters for teachers only.	X
Guidance Associates, Pleasantville, New York 10570. Inexpensive materials for students and teachers, K-6. Filmstrips, records. Catalog.	II, VII, VIII, IX

<u>Organization</u>	<u>Units Covered</u>
Center for Health Administration Studies, University of Chicago, 5720 Woodlawn Avenue, Chicago, Illinois 60637 Inexpensive materials for teachers only. List of publications available.	V
H. J. Heinz Company, P. O. Box 57, Pittsburgh, Pennsylvania 15230. Free pamphlets for students and teachers, K-6, on a single-copy basis.	V, X
Johnson and Johnson, Consumer Service Department, 501 George Street, New Brunswick, New Jersey 08903. Publications, samples, posters, films free to parents, teachers, schools, and libraries. Catalog.	IV, VI, VII
Kellogg Company, Department of Home Economics Services, Battle Creek, Michigan 49016. Free materials for teachers only. Pamphlets, charts, posters, kits.	VI, X
The Life Cycle Center, Kimberly-Clark Corp., Educational Department, Neenah, Wisconsin 54956. Free, inexpensive, and free loan materials for students and teachers, 4-6. Pamphlets, charts, kits, films, filmstrips. Catalog.	VIII
Eli Lilly and Company, Educational Division, 740 South Alabama Street, Indianapolis, Indiana 46206. Free booklet for students and free posters and replicas for teachers only. A list of educational aids is available upon request. Catalog.	II
Merck Sharp & Dohme, Division of Merck & Company, Inc., West Point, Pennsylvania 19486. Free and free loan films and publications for students and teachers, K-6. Catalog.	I-X

<u>Organization</u>	<u>Units Covered</u>
Metropolitan Life Insurance Company, Health and Welfare Division, One Madison Avenue, New York, New York 10010. Free materials for students and teachers. Pamphlets, films, filmstrips. Catalog.	II, III, VI, VII, IX, X
Narcotics Education, Inc., P.O. Box 4390, Washington, D. C. 20012. Inexpensive materials for students, grades 4-6. Books, pamphlets, posters, kits, films, filmstrips, magazines or other periodical literature, records. Catalog.	II, VI, IX, X
National Association for the Education of Young Children, 1629 - 21 Street, N. W., Washington, D. C. 20009. Free and inexpensive materials for teachers only, K-3. Books, pamphlets, magazine. Catalog available.	VII
National Association for Mental Health, Inc., 10 Columbus Circle, New York, New York 10019. Free and inexpensive pamphlets about mental health for students and teachers, K-6.	VII
National Council of Family Relations, 1219 University Avenue, S. E., Minneapolis, Minnesota 55414. Inexpensive pamphlets, periodicals, and tapes for teachers only. Catalog.	VIII
National Cystic Fibrosis Research Foundation, 202 East 44 Street, New York, New York 10017. Free materials for students and teachers. Books, pamphlets, kits, films, periodicals. Catalog.	IV
National Fire Protection Association, 60 Battery-march Street, Boston, Massachusetts 02110. Inexpensive booklets, periodicals, posters, pamphlets for teachers. Free newsletter and comic books for children K-6. Films for sale. Catalog.	II

<u>Organization</u>	<u>Units Covered</u>
National Foundation-March of Dimes, 1275 Mamaroneck Avenue, Box 2000, White Plains, New York 10605. Free, inexpensive, and free loan materials for students and teachers, grades 4-6. Books, pamphlets, posters, films, filmstrips, magazines or other periodical literature. Catalog.	I, II, III, IV, VII, IX, X
National Kidney Foundation, 315 Park Avenue South, New York, New York 10010. Free pamphlets, materials for students, 4-6, and teachers.	I
National Livestock and Meat Board, 36 South Wabash Avenue, Chicago, Illinois 60603. Complimentary copy of materials for teach- ers. Inexpensive materials for students, grades 4-6. Pamphlets, kits. Catalog.	V, VI, VII, X
National Multiple Sclerosis Society, 257 Park Avenue South, New York, New York 10010. Free pamphlets and newsletters for teachers only. Order sheet available.	IV
National Safety Council, School and College Department, 425 North Michigan Avenue, P.O. Box 11171, Chicago, Illinois 60611. Free and inexpensive materials for students and teachers, K-6 (limit 4). Books, pamphlets, charts, posters, kits, magazines or other periodical literature. Catalog.	II
National Sanitation Foundation, P.O. Box 1468, Ann Arbor, Michigan 48106. Free and inexpensive materials for teach- ers only. Booklets and pamphlets on stan- dards, laboratory test information, and special reports. Catalog.	I, II, III
National Society for Medical Research, 1330 Massachusetts Avenue, N. W., Washington, D. C. 20005. Free, inexpensive, and free loan mater- ials for students and teachers, grades K-6. Pamphlets, films, filmstrips. Catalog.	III, IV

<u>Organization</u>	<u>Units Covered</u>
New York State Education Department, Washington Avenue, Albany, New York 12224. Guidelines for health curriculum development for teachers only, K-6. Single copies only free to schools that are involved in preparing health curricula.	I-X
Nutrition Foundation, Inc., 99 Park Avenue, New York, New York 10016. Free and inexpensive materials for students and teachers, grades 4-6. Pamphlets, films. Catalog.	X
Pennsylvania Department of Public Instruction, Box 911, Harrisburg, Pennsylvania 17126. Inexpensive materials for teachers only, including guidelines in sex education.	I-X
Perennial Education, Inc., 1825 Willow Road, Northfield, Illinois 60093. Inexpensive and rental films, filmstrips, and records for K-6. Catalog.	I-X
Pet Milk Company, Director of Home Economics, 400 South Fourth Street, St. Louis, Missouri 63102. Education materials consisting of pamphlets and recipes directed to the home economics classes.	X
Pharmaceutical Manufacturers Association, 1155 15 Street, N. W., Washington, D. C. 20005. Free pamphlets and posters, free loan 16mm films for students and teachers, K-6. Catalog.	I-X
Planned Parenthood - World Population, 810 Seventh Avenue, New York, New York 10019. Inexpensive films, posters, and exhibits available for teachers only. Catalog.	VIII
President's Committee on Consumer Interests, Washington, D. C. 20402. Inexpensive materials for teachers including a consumer education bibliography and a guide to Federal consumer services.	II, V, IX, X

<u>Organization</u>	<u>Units Covered</u>
President's Council on Physical Fitness, Washington, D. C. 20203.	VI
Free, inexpensive, and free loan materials for students and teachers, K-6. Books, pamphlets, posters, films, magazines, or other periodical literature. Catalog.	
Proctor and Gamble, Public Relations Department, P.O. Box 687, Cincinnati, Ohio 45201.	V, VII, X
Free and free loan teacher kits and films. Order form.	
Sealtest Foods Consumer Service, 605 Third Avenue, New York, New York 10016.	X
Free and inexpensive posters and articles, including a cookbook, for teachers only.	
Sunkist Growers, Box 2706, Terminal Annex, Los Angeles, California 90054.	II, V, VI, X
Free and inexpensive materials for teachers only. Pamphlets, flannel board stories.	
Swift and Company, 115 West Jackson Boulevard, Chicago, Illinois 60604.	X
Free materials for teachers only. Books, filmstrips.	
Texas Alcohol and Narcotics Education, Inc., (TANE Press), 2814 Oak Lawn Avenue, Dallas, Texas 75219.	IX
Inexpensive and free loan materials for students, K-6, and teachers. Books, pamphlets, charts, posters, kits, films, filmstrips, records, tape recordings. Catalog.	
Texas Bakers Association, 1121 Dallas Athletic Club Building, Dallas, Texas 75201.	I, V, VI, VII, X
Free materials for teachers only. Pamphlets, charts, posters, kits.	
Texas Commission on Alcoholism, 809 Sam Houston State Office Building, Austin, Texas 78701.	IX
Free, inexpensive, and free loan materials for students and teachers, grades 4-6. Books, pamphlets, charts, posters, kits, films, filmstrips, tape recordings. Catalog.	

<u>Organization</u>	<u>Units Covered</u>
Texas Department of Mental Health and Mental Retardation, Box S, Capitol Station, Austin, Texas 78701. Free materials for teachers only. Pamphlets, films. Catalog.	I, IX
Texas Medical Association, 1801 North Lamar Boulevard, Austin, Texas 78701. Free materials for students and teachers, K-6. Pamphlets, films. Catalog.	I, II, III, IV, VI, VII, VIII, IX, X
Texas Pharmaceutical Association, P.O. Box 4487, Austin, Texas 78751. Free materials for students and teachers. Pamphlets, kits.	I, III, V, IX
Texas Tuberculosis and Respiratory Disease Association, 2406 Manor Road, Austin, Texas 78702. Free, inexpensive, free loan materials for students, K-6, and teachers. Pamphlets, charts, posters, kits, films, filmstrips. Catalog.	I, II, III, IV, IX
United Fresh Fruit and Vegetable Association, 777 14 Street, N. W., Washington, D. C. 20005. Kit on fresh fruits and vegetables for primary students. Catalog.	VII, X
United Nations Educational, Scientific and Cultural Organization (UNESCO), Place de Fontenoy, 75 Paris-7 ^e , 1, rue Miollis, 75 Paris-15 ^e . Material available for teachers and administrators only. Books and pamphlets. Catalogs available in French, Spanish, and English.	I
U. S. Department of Interior, Federal Water Pollution Control Administration, Washington, D. C., 20242. Free pamphlets, posters, and kits for students and teachers. Catalog available.	II
U. S. Government Printing Office, Public Documents Department, Washington, D. C. 20402. Inexpensive publications for teachers, K-6. Catalogs and remittance instructions available.	I-X

Organization

Units Covered

Wheat Flour Institute, 14 East Jackson Boulevard,
Chicago, Illinois 60604.

VI, VII, VIII

Free or inexpensive materials for teachers
and for students K-6 if requested by teacher.
Pamphlets, charts, filmstrips, periodical
literature. Catalog.